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INDIAN CULTURE MASTER PLAN

MAY, 1975

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M O N T A N A
INDIAN CULTURE MASTER PLAN
HJR 60

S T A F F R E P O R T

STAFF

Mr. Kenneth G. Harwood, Director
State Indian Studies Project
1231 Eleventh Avenue
Helena, Montana 59601

May, 1975

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HOUSE JOINT RESOLUTION NO. 60

A JOINT RESOLUTION OF THE SENATE AND THE HOUSE OF REPRESENTATIVES OF THE STATE OF MONTANA INSTRUCTING THE BOARD OF PUBLIC EDUCATION AND THE BOARD OF HIGHER EDUCATION TO DEVISE A MASTER PLAN FOR ENRICHING THE BACKGROUND OF ALL PUBLIC SCHOOL TEACHERS IN AMERICAN INDIAN CULTURE.

WHEREAS, the 1972 Montana constitution commits the educational policy of the state to the preservation of the cultural integrity of the American Indians; and

WHEREAS, the American Indian has been fundamental in the formation, flavor, and history of the state of Montana, and

WHEREAS, the American Indian in Montana is the product of a unique psychological history which is understood only by people who have either experienced or studied history from the viewpoint of the American Indian, and

WHEREAS, the problems of American Indians are compounded by a general lack of understanding of the unique background of Indian students and their families, and

WHEREAS, both the teaching force in Montana and their student population are at present substantially undereducated in the history, values and culture of American Indians as seen by Indians, and

WHEREAS, the history of Montana and the current problems of the state cannot be adequately understood apart from an understanding of the history, problems and contributions of the American Indian,

NOW, THEREFORE, BE IT RESOLVED BY THE SENATE AND THE HOUSE OF REPRESENTATIVES OF THE STATE OF MONTANA:

That the Board of Public Education and the Board of Regents of Higher Education are directed to devise, in consultation with Indian people, a specific comprehensive plan for a statewide program that will:

(1) provide teacher-training institutions in Montana with adequate resources to prepare teachers to understand the history, culture, sociology, and values of American Indians as seen by Indians,

(2) provide inservice training, planned in consultation with Indian people, for those teachers who cannot return to an institution of higher education for formal courses in Indian studies,

(3) provide means by which all public school teachers in Montana may, within ten (10) years of the adoption of this resolution, receive training in Indian studies as directed in this resolution,

(4) provide all public schools in Montana, within ten (10) years, with a program of study that includes American Indian history, culture, sociology, and values as seen by Indians,

(5) provide a means by which qualifications for teacher certification may include, within ten (10) years, adequate training in Indian studies to prepare the certified teacher to understand the unique background of his or her Indian students, and

(6) provide a means by which Indian people may be utilized in the preparation and presentation of the courses planned under the guidelines of this resolution.

Such plans shall consider, as is appropriate to the authority of each board, measures in teacher training curriculum, teacher certification, continuing education for teachers, and such other measures as will further the policies of the constitution and this resolution. The boards may submit a joint plan.

Approved February 21, 1974

(Excerpt from)

REVISED CODES OF MONTANA, 1947

75-6129. Policy to recognize heritage of American Indians. It is the constitutionally declared policy of this state to recognize the distinct and unique cultural heritage of the American Indians and to be committed in its educational goals to the preservation of their cultural heritage. It is the intent of this act, predicated on the belief that school personnel should relate effectively with Indian students and parents, to provide means by which school personnel will gain an understanding of and appreciation for the American Indian people.

History: En. Sec. 1, Ch. 464, L. 1973.

Title of Act.

An act requiring American Indian studies to be part of the educational background of public school teaching personnel employed on, or in public schools located in the vicinity of, Indian reservations where the enrollment of Indian children qualifies the school for federal funds for Indian education programs, and encouraging American Indian studies as part of the educational background of all school personnel employed in the state.

75-6130. Definitions. (1) As used in this act, "American Indian studies" means instruction pertaining to the history, traditions, customs, values, beliefs, ethics and contemporary affairs of American Indians, particularly Indian tribal groups in Montana.

(2) As used in this act, "instruction" means

(a) a formal course of study offered by a unit of higher education developed with the advice and assistance of Indian people;

(b) in-service training developed by the superintendent of public instruction in co-operation with educators of Indian descent and made available to school districts; or

(c) in-service training provided by a local board of trustees, which is developed and conducted in co-operation with local Indian people.

History: En. Sec. 2, Ch. 464, L. 1973.

75-6131. Teachers of Indian children to be qualified in Indian studies—trustees and noncertified personnel. (1) By July 1, 1979, all boards of trustees for elementary and secondary public school districts on, or in public schools located in the vicinity of, Indian reservations where the enrollment of Indian children qualifies the school for federal funds for Indian education programs, shall employ only those certified personnel who have satisfied the requirements for instruction in American Indian studies as defined in section 2 [75-6130] of this act.

(2) Members of boards of trustees and all noncertified personnel in public school districts on or in the vicinity of Indian reservations are encouraged to satisfy the requirements for instruction in American Indian studies as defined in section 2 [75-6130] of this act.

History: En. Sec. 3, Ch. 464, L. 1973.

75-6132. Other schools encouraged to comply with requirements on Indian studies. Boards of trustees for all public school districts other than those defined in section 3 [75-6131] above and governing authorities for all nonpublic schools in Montana are encouraged to comply with the provisions and intent of this act.

History: En. Sec. 4, Ch. 464, L. 1973.

STATE INDIAN STUDIES PROJECT

Letter of Transmittal

May 2, 1975

Members of the Joint Ad Hoc Curriculum Committee:

I transmit herewith the final report and recommendations of the Indian Studies Project. This report is the result of an eight-month study of the need for educational programs in Native American culture for teachers and students in the state of Montana. This report presents pertinent data and background information on this subject and includes guidelines and specific recommendations for the Board of Public Education and the Board of Regents.

The State Board of Education, which is made up of the Board of Public Education and the Board of Regents, has the ultimate responsibility for providing the necessary resources to implement the recommendations of this report which constitute the Indian Culture Master Plan for Montana. By adopting these recommendations as soon as possible, you will enable the respective executive officers of the Boards to initiate the necessary action.

I firmly believe that the Indian Culture Master Plan will be of great benefit to both Indian and non-Indian people in the state of Montana. The development of the programs recommended in the Master Plan will, I feel, be of great benefit in achieving social harmony and justice for all citizens of the state.

As you know, the Constitution of the State of Montana reads, in part:

> Article X, Section 1, (2) The state recognizes the distinct and unique cultural heritage of the American Indians and is committed in its educational goals to the preservation of their cultural integrity.

Although it will require persistence and dedication to insure that adequate financial and material resources are made available to implement the Indian Culture Master Plan, I have great confidence that the State Board of Education is willing to accept this responsibility. To fail to do so would be a serious impediment for those striving to achieve equal educational opportunity for Native Americans.

Respectfully submitted,

Kenneth G. Harwood

Director, State Indian Studies Project

TABLE OF CONTENTS

INDIAN CULTURE MASTER PLAN

Legislation. . . . . .

Acknowledgments. 3

Committees 5

Narrative. 6

Introduction 9

Objectives 11

Activities and Methodology 12

Recommendations. 38

Appendix A 60
(Visitations and contacts)

Appendix B 72
(Advisory Committee)

Appendix C 79
(Community participation)

Appendix D 100
(Academic institutions)

Appendix E 149
(Public schools)

Appendix F 155
(Tentative plan for in-service training -
Office of the Superintendent of Public Instruction)

ACKNOWLEDGEMENT

Many individuals, groups, and organizations concerned with Indian ducation are to be acknowledged for their contributions to the Indian tudies Project. It is important to note that without their participa- ion, critical comments, recommendations, and support this project could ot have been completed with any validity.

Not necessarily in any order, the following individuals, groups, and rganizations are thanked for contributing their time and energy to the tate Indian Studies Project:

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Helena, Montana

Ms. Sherry Matteucci, Administrative Assistant
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State of Montana
Helena, Montana

*Indian Culture Master Plan Advisory Committee

Numerous persons from Montana teacher-training institutions and public schools (academic vice presidents, directors of Indian Studies programs, county superintendents of schools, teachers, students, etc.) from throughout the state have made continuing contributions to this project. Without their assistance, this report would lack important input, data, and institutional information.

During the development of this report, three statewide Indian organizations supported this project. The Montana Indian Education Association, the Montana United Indian Association, and Inter-Tribal Policy Board, by offering their services support and inter-tribal support, have been of great assistance.

In addition, the Indian Studies Project staff would like to thank those individuals and groups who were either contacted personally or who responded to the various questionnaires requesting input into the study. (See Appendix A.) This input included constructive suggestions and recommendations which were of great assistance in formulating the Indian Culture Master Plan in its complete form.

JOINT AD-HOC CURRICULUM COMMITTEE

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5. Mrs. Dolores Colberg Superintendent of Public Instruction	5. Dr. Lawrence Pettit Commissioner of Higher Education

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PROJECT NARRATIVE

STATE INDIAN STUDIES PROJECT

Authority and responsibility for developing this project according to the provisions of House Joint Resolution 60 were vested in a Joint Ad Hoc Curriculum Committee of the Board of Public Education and Board of Regents of Higher Education. One provision of the project legislation provided that the boards submit a joint master plan. In addition, financial resources for the project were authorized by House Bill 746, passed by the Montana Legislature during 1974. This financial support was intended to insure adequate design and implementation of the major provisions of House Joint Resolution 60. By Joint Ad Hoc committee action, the project was administratively attached to the Office of Commissioner of Higher Education. This Indian studies project became officially operative July 2, 1974, and will expire on June 30, 1975.

The basic charge for the Indian studies project encompassed a one-year project resulting in a thorough study of current and potential Indian studies programs at all education levels in Montana within the context of ethnic education, which resulted in a recommended plan for implementation of the provisions of House Joint Resolution 60 stressing coordination between Montana's teacher training institutions and public schools.

The underlying philosophical intent of the legislation is to provide for various state education systems to adequately implement and promote American Indian Culture enrichment programs for students and teachers that focus on primary Montana tribal blood groups. One of the most gratifying aspects of this study has been that concerned Indian and non-Indian people all over Montana have involved themselves in this project. They have provided constructive direction on ways and means to improve education about the various Indian cultures located in this state. It is vastly apparent that Indian people and non-Indian people are becoming increasingly concerned about the problems in their inter-cultural relationships. Given an ample opportunity, effective measures can be developed to resolve these problems, at least in part. Many of these human problems will be discussed later in this narrative.

One important problem relating to this study requires discussion here. Many state educators still fail to recognize the meaning of the provisions in the legislation directing this overall master plan. To interpret the main provisions, the following definitions are given for consideration:

1. Indian Culture Master Plan course of study - refers to culture instruction given either in Montana teacher-training institution as a formal course of study or in a teacher in-service training project provided by local boards of trustees or by the Office of Superintendent of Public Instruction. The following topics on Indian culture should be included: a) History, b) values, c) contributions, d) traditions, e) beliefs, f) ethics, g) customs, and

h) sociology of Montana's Indian people. Educational material should be prepared in cooperation with Indian people for presentation to teacher candidates, teachers, non-certified personnel, administrators, and school board members.

2. Indian Culture Master Plan program of study - refers to instruction which all public schools in Montana should provide their students in Indian studies. Classes which include American History, culture, sociology, and values should be part of the program. Cultural material for the Indian studies program should be prepared and selected in cooperation with Indian people.

NOTE: Specifically, House Joint Resolution 60 states that the project should "provide a means by which Indian people may be utilized in the preparation and presentation of the courses and programs planned under the guidance of this resolution."

A lack of culture commitment, indifference and outright opposition in some local school districts and institutions of higher education have served to perpetuate inter-racial ignorance and institutional racism, thereby undermining efforts directed toward the attainment of equal educational opportunities for Montana Native Americans. This status impedes the intercultural communications vital for the development of harmonious human relationships, understanding and appreciation between Indians and non-Indian people. It is our human responsiblity as educators to seek and implement every appropriate action (legal-social) necessary to achieve the goals of the legislative provisions of House Bill 343 and House Joint Resolution 60.

"Montana Indian Culture Master Plan"

House Joint Resolution 60 - House Bill 343

INTRODUCTION

Any new statewide education program established by state official action nevitably has an impact on institutions and causes social change. In this case, ne effort is directed toward improving "Native American Cultural Education" in ne various school systems of the state. Furthermore, many of the Indian studies roject recommendations submitted in this document will create additional demands upon ne Montana education systems when ultimately adopted by the Board of Public Education nd the Board of Regents. These two boards are directed by the Montana Legislature to have ne primary responsibility and authority to implement acceptable recommendations and enerate adequate resources for establishing the Indian Culture Master Plan. In sence, the approved measures in these final recommendations will be subsequently fined and represented as being the "State Indian Culture Master Plan" for Montana.

Throughout the duration of this study, the overall objective has been to determine asible methods and guidelines to implement the provisions of House Joint Resolution . In addition, House Bill 343 provisions were given consideration and addressed nce both pieces of project legislation are closely related in content and purpose. us the Indian Studies Project staff report and recommendations should be considered that context.

Major findings and strategies of the Indian Studies Project which relate to the commendations are later cross-referenced in the body of the staff report. In dition, it was the intention of the Indian Studies Project that the project ta and input accumulated would become a permanent record and a point of reference om which a specific comprehensive plan could be developed for educators designing future licy and guidelines to provide for the formal estalbishment of the "Montana Indian lture Master Plan" on a continuing basis for its nine year duration.

(1) provide teacher-training institutions in Montana with adequate resources to prepare teachers to understand the history, culture, sociology, and values of America Indians as seen by Indians.

(2) provide inservice training planned in consulation with Indian people, for those teachers who cannot return to an institution of higher education for formal courses in Indian studies.

(3) provide means by which all public school teachers in Montana may, within ten (10) years of the adoption of this resolution, receive training in Indian studies as directed in this resolution.

(4) provide all public schools in Montana, within ten (10) years, with a program of study that includes American Indian history, culture, sociology, and values as seen by Indians.

(5) provide a means by which qualifications for teacher certification may include, within ten (10) years adequate training in Indian studies to prepare the certified teacher to understand the unique background of his or her Indian students, and

(6) provide a means by which Indian people may be utilized in the preparation and presentation of the courses planned under the guidelines of this resolution.

Such plans shall consider, as is appropriate to the authority of each board, measures in teacher training curriculum, teacher certification, continuing education for teachers and such other measures as will further the policies of the constitution and this resolution. The boards may submit a joint plan.

The effective development and execution of a long-range educational plan has required the development of a methodology for conducting the study with emphasis on problems, strategies and new opportunities. This staff report presents that methodology and findings which were subsequently developed in the following format.

INDIAN STUDIES PROJECT OBJECTIVES:

Basically, the following project objectives were formulated in order to research and develop the most effective recommendations stressing the need for implementation of future activities in teacher training institutions and public schools affected. The specific objectives of the research phase were:

1. To identify, describe and assess any and all current or potential Indian teacher training courses of study, both those in teacher training institutions and public school in-service training projects;
2. To identify and describe all Indian programs of study found in public schools in Montana;
3. To interpret and explain Indian educational/cultural needs to teachers, students and other affected persons from that information and data accumulated in the research and assessment phase of the project;
4. To stress and promote closer working and educational relationships between teacher training institutions, public schools and Montana native American communities;
5. To directly involve teachers, students, administrators, Indian people, paraprofessionals, and other concerned

people in the planning and development of the Indian Culture Master Plan in order to establish mutually reciprocal educational relationships;

6. To determine the feasibility of establishing a standing educational review committee and staff which would coordinate assigned developments of the Indian Culture Master Plan under the authority of the State Board of Education;
7. To develop guidelines and policy recommendations for initiating and implementing the provisions mandated by House Bill 343 and encouraged by House Joint Resolution 60.

GENERAL STAFF ACTIVITIES AND METHODOLOGY EMPLOYED IN CONDUCTING STUDY PROJECT

BASIC PROCEDURES FOLLOWED:

During the first phase of this project twelve procedures for evolving project development were designed and subsequently implemented. Each of the work phases included a set of research activities associated with time-scheduled assignment. (Refer to time-table at end of this section for a review of specific developments and status check.)

Twelve Phases of Project Development:

I. Preparation for study included a review of existing literature and planning of an overall strategy to enable staff to meet objectives and goals of the Indian Culture Master Plan (see Bib. for literature reviewed)

Staff Activities:

A. The literature reviewed provided data and cultural information and highlighted some of the problems needing attention by project staff.

B. During this preparatory stage, an ad-hoc meeting was held with numerous educators to request recommendations on future development of the Indian Culture Master Plan. These individuals were instrumental in determining the initial direction of the study.

II. A staff presentation was made before the Joint Ad-Hoc Curriculum Committee of the State Board of Education on July 9, 1974, to discuss strategies for this study. A methodology for conducting the study was adopted at that meeting. It was also emphasized that Indian people should be involved in all stages of development and implementation of this project. One major modification that was incorporated into the methodology upon the recommendation of Commissioner Lawrence Pettit was to complete the staff draft report during mid-March, 1975.

III. Accountability for the Indian Studies Project was handled by the Joint Ad-Hoc Curriculum Committee composed of four members each from the Board of Public Education and the Board of Regents. The director made four presentations with four written reports to this committee which encompassed a strategy for carrying out the study, two progress reports, and a staff draft report with recommendations. Basic elements of the presentations included a report on phases completed, persons or groups contacted, locations visited, problems encountered and discussion on recommenda-

tions needed to implement the Indian Culture Master Plan. These presentations occurred in July, September, December, 1974, and April, 1975, during the regular State Board of Education meeting in Helena, Montana.

IV. Numerous on-site visitations and staff presentations were made at Montana tribal locations (all seven Indian reservations), teacher training institutions, public schools, and selected urban Indian locations. In addition, three meetings were scheduled and held with responsible statewide Indian organizations concerned with the development of the Master Plan. The major benefits derived and action taken were:

A. Montana Indian Reservations - The meetings held with the tribal groups of Montana were of great benefit to the project. These benefits were derived in three main areas:

1. Data was obtained for the study on tribal social and educational problems;
2. Specific recommendations were given by the tribes;
3. A statewide consensus was reached and community support of the project was developed. (See Appendix C for input)

The tribal people providing input emphasized that their courses and programs of study must give a positive and undistorted view of tribal cultures with provisions for accountability to tribes. Moreover, this accountability must be reflected in the overall design of the Master Plan.

B. Teacher-training institutions - Six of the eight teacher-training institutions, both public and private, were visited and presentations were made to staff, faculty and administrators concerned with the progress and development of the Master Plan. The purpose was to explain the nature of the project and stress the need for the future development of a course of study. At the time of this meeting five of the eight affected colleges had already begun to develop a course of study to prosecute and meet the intent of this Master Plan legislation. However, there is no current standard format or minimum requirement for these courses being implemented. One college suggests a two unit course while another suggests seven units of credit hours. Also, most of these schools have begun developing a basic course of study to empasize topics outlined in legislation. In addition to those visits, a formal meeting was scheduled and held with the academic vice presidents and Indian studies directors to discuss Master Plan project goals and objectives. During this meeting a great deal of debate centered on the implications of the project for academicians in developing a course of study. They agreed to provide information and to assist in seeing that legislative provisions are implemented. (See Appendix D, part 2 for results of meeting).

C. Public Schools - A number of schools were visited and discussions held regarding the project's aim. Many problems were discussed, such as lack of Indian programs, lack of

information about Indian culture and lack of human and material resources. However, most individuals contacted indicated their willingness to contribute to the development of programs called for in House Bill 343 and House Joint Resolution 60. Inadequate communications and materials, lack of technical assistance and lack of financial resources were indicated as major problems in implementing a future program of study. Many school individuals expressed the need for central office and staff to help coordinate the development of their project.

D. Statewide Indian Organizations - To gain statewide support and consensus for the Master Plan the director attended three statewide Indian organization meetings with Board members who were concerned with the development of this project. These meetings were sponsored by the Montana Indian Education Association, the Montana Inter-Tribal Policy Board and the Montana United Indian Association. Two of these organizations gave formal resolutions supporting the development of the Indian Culture Master Plan. (See Appendix A for resolutions.)

V. The research phase of the study consisted mainly of developing three questionnaires that were sent to community people (Indian and non-Indian), college personnel (academic vice presidents, directors of Indian studies, etc.) and public school personnel (superintendents, teachers, etc.) for the purpose of requesting their input into the study.

A. Statewide community questionnaires - Nearly one thousand questionnaires were sent to persons throughout the state concerned with Indian education. Most of the persons responding to these questionnaires offered viable recommendations which were summarized in an appendix for this report. (See Appendix C for selected responses and recommendations).

B. Teacher-training institutions questionnaires - All eight teacher training institutions (private and public) were surveyed seeking their critical input and requesting institutional data needed by project staff for the development of recommendations on a course study. Six of the eight colleges responded. Most have agreed to develop their courses of study according to minimum standard to be recommended at the conclusion of the study. (See Appendix D for sample questionnaires and responses).

C. Public School Questionnaires - Superintendents of schools in Montana were sent questionnaires seeking their input into the study. Copies of House Bill 343 and House Joint Resolution 60 were sent with the questionnaire for interpretation and information. The responses have included many constructive suggestions. Follow-up will be necessary to further clarify the legislative provisions. This effort can be accomplished through implementation of recommendations contained in this staff report and future action by the Joint Ad-Hoc Curriculum Committee. (See Appendix E for selected responses).

VI. Indian Culture Master Plan Advisory Committee - This committee was formed to insure maximum participation in this project by Indian and non-Indian educators in the state. The director felt that recommendations from people who will be directly affected by this project was critical. The Project Advisory Committee was established using specific criteria. It was determined that members should:

(1) Have a knowledge of Montana Indian affairs and culture.

(2) Have an interest in education.

(3) Be willing to participate in the Indian Studies project.

(4) Have a concern for the welfare of Indian people and their problems in the education process.

(5) Be a recognized member of his or her community.

(6) Have a past performance of constructive work with Indian programs and Indian affairs.

Membership of this committee consists of forty-six persons representing a cross section of the statewide community. (A membership list is included in the beginning of this report.) The purposes of the committee were to:

(1) Review project developments.

(2) Provide recommendations to the project.

Two meetings were held with the advisory committee in Great Falls, Montana. At the first meeting approximately 100 persons attended and directly participated. Participants were organized into six working groups which formulated recommendations on various aspects of the Master Plan. (See Appendix B for recommendations and accompanying press releases). The second meeting was called to enable the Advisory Committee to review the Staff Draft Report and assist in the development of tentative recommendations for the Joint Ad-Hoc Curriculum Committee. This meeting was held during the State Indian

Education Conference at Great Falls, Montana in April, 1975. The membership of this committee represents a competent and dedicated group familiar with the project and any future efforts to establish a statewide Master Plan Committee could include members from this representative group. If such a Master Plan Committee were formed, this group could function as an Educational Review Group established under the State Board of Education or under a Joint Ad-Hoc Curriculum Committee. Their primary role and responsibility would include reviewing such educational matters as master plan in-service training packages, teacher-training courses, Master Plan curriculum materials, as well as other functions.

VII. Legislative Research Activities and Future Financing - For similar projects the questions of additional legislation and funding for future resources must be considered. During the last few months these two questions have been addressed.

A staff decision during December was reached to help initiate and support three items of pertinent legislation--HB 389 and House Joint Resolutions 28 and 57--which were introduced early in the session. All items of legislation were passed by the 1975 Montana legislature. Many of the provisions of this legislation will relate directly to the future overall development of the Indian Culture Master Plan. (See Appendix G for copies of the legislation).

The question of financing for future establishment and implementation of the Master Plan was also studied. Project staff anticipated that HB 389 would provide for locally based Indian teacher training projects.

HJR 28 directs the Board of Regents to establish more relevant educational programs for Indians. HJR 57 establishes the fourth Friday in September as American Indian Day.

many on-going requests will be made to administrators of Montana education systems to provide for modification of existing Indian programs and provide human and financial resources to implement various courses and programs of study on Indian culture. The requests for resources will come mainly from teacher-training institutions and public schools to the Office of the Commissioner of Higher Education and the Office of the Superintendent of Public Instruction. During the study phase of the project it was noted that many educational institutions do have existing courses of study and Indian programs of study and will be able to meet objectives of legislation by simply modifying these existing entities to accommodate appropriate developments and recommendations of the Master Plan. The demand for resources can be modified in a number of ways. For example, schools should be able to exchange cultural materials and, more importantly, a centralized office and depository to function in a clearinghouse capacity and to implement the exchange process should be initiated. If such a central office were designated, the administration of the master plan would be better equipped to deal on a day-to-day basis with the requests for assistance, thereby avoiding duplication and providing an effective mechanism for the statewide dissemination of information and master plan coordination.

From the beginning of this study, it was the intention to provide recommendations to the Board of Public Education and the Board of Regents via the Joint Ad-Hoc Curriculum Committee. These appropriate boards, in turn, will determine future guidelines and policy action and shape the necessary legislative requests to the

Governor or to the legislature and appropriate federal and state agencies to adequately fund and implement aspects of the Master Plan. The future of the Indian Culture Master Plan will depend upon the action taken by these authorities in their efforts to implement this plan vested in them by the Montana legislature.

VIII. Organization and Analysis - Three appendices (B, C and D) were developed and organized for this final report which give an overview of raw data and material collected. Organization and analysis are also discussed in sections entitled "Major Social-Educational Problems Identified" and "Specific Problems Identified in the Schools." These discussions also focus on alternative methods that possibly can be utilized in meeting the recommendations of the Master Plan which affect teachers, students, and administrators in educational institutions of the State of Montana.

IX. Curriculum Development and Coordination Between Teacher-training Institutions and Public Schools - Three separate provisions of House Joint Resolution 60 request the Board of Public Education and the Board of Regents to devise (in consultation with the Indian people) a statewide comprehensive plan. Specifically, the plan shall:

1. Provide teacher-training institutions in Montana with adequate resources to prepare teachers to understand the history, culture, sociology and values of American Indians as seen by Indians.
2. Provide in-service training, planned in consultation with Indian people, for those teachers who cannot return

to an institution of higher education for formal courses in Indian studies.

3. Provide all public schools in Montana, within ten (10) years, with a program of study that includes American Indian history, culture, sociology and values as seen by Indians.

Staff activities relative to stressing these provisions included a number of meetings and strategy sessions with appropriate persons from elementary, secondary and post-secondary educational institutions. These persons were interviewed to get their reactions and recommendations on the development of curricula which could be later classified as the course or program of study at their school and which meets the intent of the legislation. Information received from the meetings and from the questionnaires suggests that a minimum number of credit hours would be necessary. (See Appendix E for discussion on this subject).

In addition, attached to this report in Appendix F is a plan of action to enable public schools and the Superintendent of Public Instruction's office to provide for the implementation of the in-service course of study. This in-service training guide with adequate resources can be useful for school boards and trustees undertaking the development of in-service training.

A. Teacher-training Institutions - As a result of input from colleges and universities, it has been recommended that

a course of study at the college level should encompass the following ideas and suggestions:

1. It is important to emphasize the necessity of designing and implementing a course of study at teacher training institutions;
2. Course content should deal primarily with the eight topics specifically mentioned in House Joint Resolution 60 and House Bill 343;
3. A Native American Advisory Curriculum Committee or American Indian educational review group should be formed immediately to assist in planning, implementing, and evaluating these courses of study;
4. Classes which are part of this course of study should be offered both as graduate courses and as undergraduate courses. It is anticipated that the colleges will implement graduate extension courses that will be made available in local areas to enable teachers to meet the requirements of the legislation.
5. Colleges and universities should adopt a uniform procedure to indicate on transcripts those individuals who have successfully completed a course of study according to the provisions of House Bill 343 and House Joint Resolution 60. This will assist the school superintendents in hiring qualified personnel. The Certification Division of the Office of the Superintendent Public Instruction should have responsibility for

insuring adequate records are kept.

B. Public Schools In-Service Training - Every superintendent of schools was provided with copies of House Joint Resolution 60 and House Bill 343 for review. Their opinions on developing their own educational in-service project for teachers and other affected personnel were requested in a questionnaire. When there is a local Indian population it is assumed that many of these schools have drawn and will continue to draw upon local cultural and human resources in developing this in-service teacher-training course of study. One objective in designing a course of study at the local level will be to insure that Indian people or tribal groups will have input both in the reservation areas and off-reservation areas, most particularly in the implementation of programs of study in the schools. (See Appendix E for discussion on this subject).

C. Indian Programs of Study in Public Schools - Responses to questionnaires received from public school personnel revealed that there is a great need to develop programs of study on Indian culture. Many on-going Indian programs do not necessarily focus on Montana tribal cultures. At every opportunity, staff stressed the need to revise these existing programs to reflect topics mentioned in the legislation as they pertain to Montana Indians. Some teachers presenting existing programs of study, although with good intent, were not educationally or culturally equipped to adequately present classes in Indian culture. If we are

to give an undistorted view of the history and unique culture of Montana tribes, schools should make an effort to seek out teachers who are qualified. This statement refers to both Indian teachers and non-Indian teachers to be involved in presenting Master Plan programs of study. (See Appendix E for discussion on above subject.)

X. & XI. Staff Report and Recommendations -

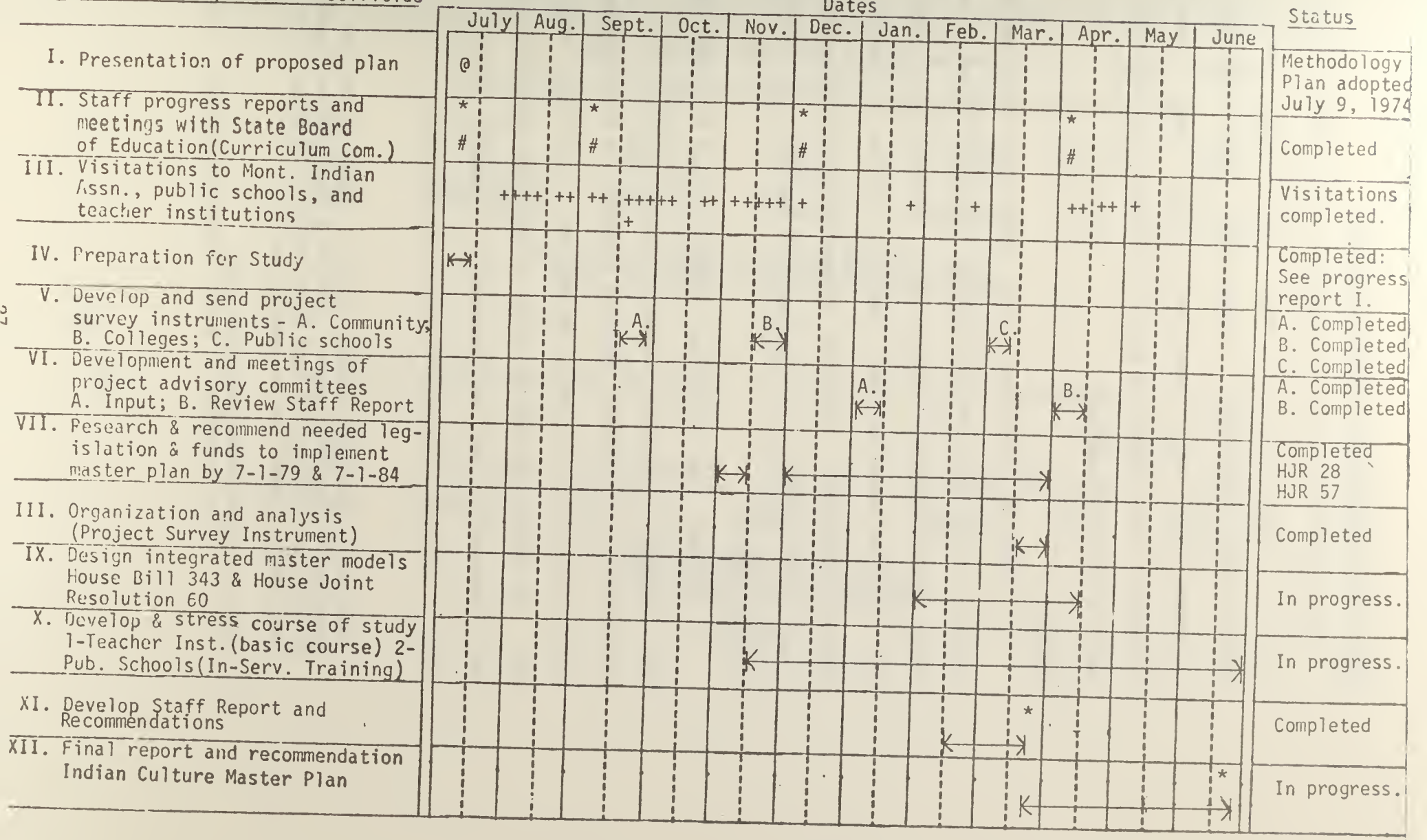
The concensus in shaping a statewide Indian Culture Master Plan has been to produce a Staff Report and a set of principle recommendations for the Joint Ad-Hoc Curriculum Committee to convey to the Board of Public Education and the Board of Regents. The purpose of the staff report is to provide background for the committee when considering the recommendations and guidelines developed during this project.

During April, 1975, the Joint Ad-Hoc Curriculum Committee, co-chairpersons of the Advisory Committee of the Indian Culture Master Plan, the project director and others will meet and discuss tentative recommendations for the State Indian Culture Master Plan. Debate and consensus regarding these recommendations will be sought from members of the Advisory Committee. At the April, 1975, meeting of the State Board of Education the staff report and recommendations will be reviewed.

and those changes adopted by the Joint Ad-Hoc Curriculum Committee will be incorporated. Formal presentation of the Indian Culture Master Plan will be made by the director during the May, 1975 meeting of the Joint Ad-Hoc Curriculum Committee. Upon adoption of the recommendations the report will then be printed and distributed statewide.

|←→| Time Periods
* Reports

INDIAN STUDIES PROJECT
REVISED TIME TABLE


No. Major Developments & Activities
Dates
July
Aug.
Sept.
Oct.
Nov.
Dec.
Jan.
Feb.
Mar.
Apr.
May
June
Status
I. Presentation of proposed plan
Methodology Plan adopted July 9, 1974
II. Staff progress reports and meetings with State Board of Education(Curriculum Com.)
Completed
III. Visitations to Mont. Indian Assn., public schools, and teacher institutions
Visitations completed.
IV. Preparation for Study
Completed: See progress report I.
V. Develop and send project survey instruments - A. Community, B. Colleges; C. Public schools
A. Completed
B. Completed
C. Completed
VI. Development and meetings of project advisory committees A. Input; B. Review Staff Report
A. Completed
B. Completed
VII. Research & recommend needed legislation & funds to implement master plan by 7-1-79 & 7-1-84
Completed HJR 28 HJR 57
III. Organization and analysis (Project Survey Instrument)
Completed
IX. Design integrated master models House Bill 343 & House Joint Resolution 60
In progress.
X. Develop & stress course of study 1-Teacher Inst.(basic course) 2-Pub. Schools(In-Serv. Training)
In progress.
XI. Develop Staff Report and Recommendations
Completed
XII. Final report and recommendation Indian Culture Master Plan
In progress.

MAJOR SOCIAL-EDUCATIONAL PROBLEMS IDENTIFIED

The standard of living for Montana Indian citizens is not on a par with other Montana citizens. * Indian people tend to experience much higher rates of unemployment, lower educational achievement levels, more disease, and so forth. These statements are generally consistent with data and information collected or identified by this committee.

OVERVIEW:

The Native American School Census reports that there are an estimated 12,408 Indian children between the ages of 5 and 19 attending Montana schools.** Historically, the majority of Indian people have not benefited from a complete education, at least through high school. (Statistics on unemployment and education levels of Montana Indians are presented in Tables I and II on the following page.)

In the past, most educational efforts enacted for Indian people have attempted to encourage adaptation, acculturation and assimilation into the dominant American society. At the same time, Indians have been encouraged to abandon their traditional tribal ways. The societal assumption seems to have been that tribal ways were a deterrent to legitimate membership in American society. Religious and public schools were given the responsibility of

* There are an estimated 40,000+ Indian citizens in Montana according to the 1970 census. This is a conservative figure and does not reflect the fact that Indians as a group are a fast-growing segment of the population.

** Title IX - Enrollment Data Fall 1974
Superintendent of Public Instruction Office - Indian Des

TABLE I

MONTANA INDIAN UNEMPLOYMENT
(On or Near Reservations)

Blackfeet	Crow	Flathead	Ft. Belknap	Ft. Peck	N. Cheyenne	Rocky Boy
495-37%	363-29.1%	355-24%	335-50.1%	666-48.7%	265-25.4%	264-58%

TOTAL UNEMPLOYED: 2,743 persons

*SOURCE: BIA employment assistant's office -- labor force statistics, March, 1973

TABLE II

MONTANA INDIAN GRADUATES FROM HIGH SCHOOL
(25 Years and Older)

Blackfeet	Crow	Flathead	Ft. Belknap	Ft. Peck	N. Cheyenne	Rocky Boy
1,825 27.2%	1,209 27.9%	1,096 29.9%	406 19.9%	1,226 23.2%	877 23.9%	388 25.7%

NOTE: Less than 30% of Indians entering school in Montana will graduate

*SOURCE: Profile of the Montana Native American, August, 1974

*SOURCE: 1970 U.S. Census

carrying out this destructive cultural diffusion function by stressing the traditional "melting pot" concept of American society.

Throughout the contemporary school situation, we see evidence that administrators and teachers retain this historical attitude and continue to stress the need to overcome the practice of tribalism in our society. Thus, from the Indian point of view, there is still much to be desired in meeting the bi-cultural educational needs of Indian people in the schools of this state and nation.

Many staff discussions have been held with teachers, parents of Indian children and school administrators in the centers where Indians are largely concentrated. These discussions on student affairs nearly always focus on the fact that most Indian students encounter many serious socio-educational problems in school environments. The most predominant problems are linked to cultural identification, transitional shock and concepts of negative self-image. These problems are intensified by the fact that most non-Indian students have no knowledge of the actual history, contributions, values, customs or contemporary affairs of Indians living in this state. Viewpoints and ideas about Indians in general stem from movies seen on Saturday afternoon, vacation visits to an Indian reservation, or seeing an Indian standing around on a downtown street. In many cases the non-Indian student derives a culturally distorted surface opinion and in many cases formulates a negative viewpoint. The stereotypes and negative concepts formed from these type superficial observations influence the structuring of later behavioral patterns that are a detriment to harmonious inter-cultural communication and human relationships. If we as educators are to instill a positive image in the minds of the young people, both

Indian and non-Indian, then when undertaking a program of study on Indian culture to be provided by the schools, the following principle should prevail:

> Within all Indian Culture Master Plan courses of study and Indian programs of study to be implemented in the educational processes, those educators having responsibility for developing these entities should insure that a true, accurate and undistorted curriculum be provided to teachers and students in the presentations made about Montana tribal blood groups.

At the present time there is paucity of Indian teacher training activities and credible Indian programs of study in our state educational system. During discussions with educational personnel, nearly all agreed that emphasis should be on providing for and promoting education programs about Native Americans as seen by Indians. At a meeting in Great Falls with the Indian Culture Master Plan Advisory Committee, one committee member said it all, setting the theme for future culture enrichment programs in Montana:

> "In all the world there is just one child-- his name is children". John Woodenlegs

The future of the Master Plan will depend on this humanistic philosophy. All children deserve the opportunity to make decisions about other people based on undistorted information. To accomplish this end we must provide students with realistic inter-cultural programs. If education is indeed the major tool for solving many of the problems relating to inter-cultural relationships in our society, then implementation of the Indian Culture Master Plan will be well justified.

"SPECIFIC PROBLEMS IDENTIFIED IN THE SCHOOLS"

1. Many Indian students, especially from the reservation areas, when entering the primary grades immediately encounter transitional problems of bilingual and/or bicultural nature. The most serious problems are understandi the English language and making successful social adjustments to the school environment. A common practice in the schools is to enroll those Indian students encountering transitional difficulty in "Special Services" classes, often designed for slow learners. These classes are designed to deal with symptoms of transitional problems rather than causes related to the unique cultural environmental backgrounds of Indian children. Numerous persons contacted during this study have indicated that to help both Indian and non-Indian students, teachers must be acquainted with and sensitized to the variou cultural backgrounds of their students. The cultural understanding to be gained by the teacher through in-service training or college courses in Indian culture would enable them to better equip themselves to effectively help all students. Of primary importance is the fact that teachers play a central role in developing a positive self-image within each student in the classroom.

2. Studies of American history usually begin during the third or fourth grades. Many educators, both Indian and non-Indian, have expressed an opinion that present curriculum materials currently used by schools do not present accurate or relevant facts about Indians or about Montana tribal groups. Ther is an acute lack of adequate Montana Indian material in the public school libraries, Montana state libraries, and the library of the Office of the Superintendent of Public Instruction. For both Indian and non-Indian students encountering inaccurate or inadequate materials in class situations definitely contributes to the development of cultural distortions about American Indians in general. This problem is reinforced by teachers themselves who usually are unaware of Indian history on Montana's tribes. The lack of accurate and

complete information perpetuates the stereotypes held by the non-Indian, and contributes to the self-image problems of the Indian students around them. Nearly all teachers contacted agreed that school textbooks and teaching materials must be improved in order to give a more realistic account of Montana Indian history and other aspects of Indian culture through providing adequate library materials for use in classrooms and special projects, before the eradication of these problems can be particularly initiated. There is a lack of relevant Indian programs of study and consequently, all students suffer to some degree. In addition, there is a strong need to utilize the wisdom, knowledge and expertise of traditional, culturally tribal people in the classroom at all levels of the educational system. Failure to address this issue in a positive, active and aggressive manner would serve only to perpetuate educational injustice and cultural distortion. The Indian Culture Master Plan provides a beginning framework to dramatically improve inter-cultural relations in our state.

3. In reviewing the numerous Indian education studies, it has been determined that around ten years of age American Indian students begin to notice certain differences in the school environment surrounding them such as a lack of a professional model or peer group to identify with by virtue of common background, different tribal behavior patterns, widely divergent living environments, dress, etc. Supporting this position, educators and Indian parents agree and have repeatedly emphasized that a profound change of attitude toward school seems to occur in Indian students at about this age. This attitude change is often expressed in highly negative views of the educational process itself. Factors cited by Indian educators suggest this occurrence is directly related to a lack of Indian teachers, counselors, administrators, speakers, and aids in the school system. The professional use of Indian teacher aids, Indian parent volunteers, counselors and the involvement of recognized traditional Indian people as human resources

in the schools have been suggested as methods which would improve the self image of the Indian student. This use of Indian people in the education process will help the student retain or gain an appreciation of his or her cultural background and will be helpful in developing the attitude that his or her differences can be regarded as a very positive asset. Such participati by Indian people in all phases of the educational process will play a primary role in the development of personal pride and a positive self-image for the student which, among other indirect benefits, can increase motivation toward productive achievement through the completion of education.

4. Most academicians at teacher-training institutions in the state generally support the concept of a need to train more Indians as teachers and counselors. Successful implementation of this goal is contingent upon adequate funds from state and federal sources. The budgetary crisis presently beleaguering higher education will result in the loss of existing manpower, which makes the development and implementation of new programs extremely difficult.

CONCLUSION:

Following the actions of the Blue Ribbon Commission and the creation of the State Indian Studies Project, noticeable and significant changes have begun to appear on the Montana educational scene relative to Native American affairs.

Many of these changes are occurring at colleges, public schools, and within Indian communities. The major thrust of these new activities centers on the evolving development and implementation of programs of study about Indian culture for teachers, teacher candidates and students. The aim has been to establish culture enrichment programs in Montana educational institutions.

The rewards of those educational efforts will be manifold both for ontana education institutions and for citizens of the state. In addition, he Indian Culture Master Plan acknowledges, for the first time in Montana, hat culturally knowledgeable Indian people should be directly involved in resenting information about their cultures in the education process. Indian eople will have the opportunity to work with school board members, students nd others. Their contributions will reflect the numerous cultural variables ound in their unique tribal backgrounds. Individuals undertaking a study of ndian culture will benefit through the opportunity to gain basic insight into ribal beliefs and practices. Equally as important, state citizens will begin o understand the Indian peoples' psychological and philosophical frames of eference from the perspective of Indians. The primary objective is the romotion of the cultural integrity of Indian people which will assist in the limination of problems rooted in traditional historical relationships.

The major purpose of the Indian Culture Master Plan is to assist in he eradication of misconceptions about Montana Indians. Through exposure to nd experience with Indian culture, educators and students will be able to valuate information about Indians and will become aware of sterotypes and ultural distortions, which have been encouraged by negative influences f the past. If this basic thrust is not achieved the Indian Culture aster Plan will have failed.

The Montana Legislature and state education authorities are to e commended for their strong support of the Indian Culture Master Plan. hrough passage of House Joint Resolution 60, a humanitarian challenge as been issued to Montana educators to develop intercultural communica- ion and increase opportunities for all citizens represented in this state.

Above all, the Indian Culture Master Plan calls upon every concerned citizen of the State of Montana to act on and support the recommendations provided in this project. The recommendations indicate that Indian people should not be forced to wait any longer for equal educational opportunity.

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RECOMMENDATIONS

STATE INDIAN STUDIES PROJECT

RECOMMENDATION # I

THE STATE INDIAN STUDIES PROJECT recommends that the Board of Regents and the Board of Public Education allocate funds and staff to support the implementation of the Master Plan recommendations during the coming biennium. It is further recommended that the Boards request an appropriation of funds for the 1977-79 biennium for a permanent staff position to insure the continued implementation of recommendations and the development of appropriate programs. This staff position should be maintained for at least the duration of the time framework expressed in the legislation which originated this effort (nine years or until 1982) and hopefully will be continued permanently.

1. If it is impossible to hire additional staff under present budget conditions, the Board of Regents and the Board of Public Education through their executive officers, the Commissioner of Higher Education and the Superintendent of Public Instruction, should immediately assign responsibility for the Indian Culture Master Plan to appropriate staff members already employed.

2. The executive officers of the Boards should cooperate in providing adequate resources to the staff assigned to the project for travel, materials acquisition, printing and postage costs, etc.

3. The Board of Regents should encourage the units of the Montana University System to allocate adequate funds to Native American Studies programs since these programs will be of critical importance in implementing the Indian Culture Master Plan.

4. The Board of Public Education should encourage the development of Indian Studies programs at the local level for both teachers and students since the initiation of such programs is one basic aspect of the Indian Culture Master Plan.

STATE INDIAN STUDIES PROJECT

SUGGESTED BUDGET ALLOCATION FOR OFFICE AND STAFF FOR INDIAN CULTURE MASTER PLAN

	Estimated Range	Suggested Source of Support
STAFF		
(1) Director	$13,500 - $15,500	State Board of Regents
(1) Research Analyst	$12,000 - $13,500	State Board of Regents
(1) Secretary	$8,000 - $9,000	State Board of Regents
Sub-Total	$33,000 - $38,000	
OFFICE & SUPPLIES		
Space (750 sq. ft.)	$1,200 - $1,500	Supt. of Public Instruction
(3) Desks	In-kind	Supt. of Public Instruction
State Hot-line	In-kind	Supt. of Public Instruction
Federal Hot-line	In-kind	Supt. of Public Instruction
(2) Typewriters	In-kind	Supt. of Public Instruction
Miscellaneous	$4,000 - $5,000	Supt. of Public Instruction
Sub-Total	$5,200 - $6,500	
STAFF TRAVEL	$3,000 - $5,000	State Board of Regents
INDIAN CULTURE MASTER PLAN EDUCATIONAL REVIEW GROUP		
15 Members on Advisory Committee -	$5,000 - $8,000	State Board of Education
One-Year Total	$47,700 - $57,500	State Funding Requested
Two-Year Total	$95,400 - $105,000	State Funding Requested
	(Low) (High)	

RECOMMENDATION # II

The Indian Studies Project recommends that the Board of Regents establish a fiscal policy to provide that adequate faculty and support costs are generated to insure quality of instruction commensurate with the educational goals and measures outlined in the Master Plan. It is further recommended that the unit presidents of Montana University System include in their appropriation requests to the Board of Regents, adequate funds to provide for additional FTE faculty to present courses which will be part of the Indian Culture Master Plan at units of the Montana Univer System.

OMMENDATION # III

The Indian Studies Project recommends that the State Board of Education acknowl-
e and support the position statements expressed in the New Montana Constitution
ticle X), the Final Report of the Postsecondary Education Commission and in House
nt Resolution No. 28, passed unanimously by the 1975 Legislatur.

Article X of the New Montana Constitution reads:

(2) The state recognizes the distinct and unique cultural heritage of the American Indians and is committed in its educational goals to the preservation of their cultural integrity.

Specifically, Recommendation 101 of the Final Report reads:

101. Postsecondary institutions and concerned state agencies should support the new Indian Culture Master Plan for the Education of Public School Teachers (HB 343, HJR 60) and provide assistance for its implementations.

In addition, House Joint Resolution No. 28 reads, in part:

(3) THAT THE BOARD OF REGENTS SUPPORT THE NEW INDIAN CULTURE MASTER PLAN FOR THE EDUCATION OF PUBLIC SCHOOL TEACHERS (HB 343, HJR 60 OF 1974) AND PROVIDE ASSISTANCE FOR ITS IMPLEMENTATION.

RECOMMENDATION # IV

The Indian Studies Project recommends that the Board of Regents and Board of Public Education establish a joint Board policy as appropriate to state law and boa procedures whereby a range of three (3) to six (6) credit hours or equivalent background in Native American studies be required for students seeking teacher certifications, certified teachers and non-certified education personnel as mandate by House Bill 343 and encouraged by House Joint Resolution 60.

OMMENDATION # V

The Indian Studies Project recommends that the Board of Public Education and the rd of Regents direct teacher training institutions to develop criteria whereby ian, non-Indian faculty and consultants meet certain cultural qualifications and demic requirements for making presentations on Indian Culture Master Plan courses study in colleges and universities, public school in-service training and school grams of study.

Recommended criteria and qualifications are:

1. That individuals be culturally knowledgeable about Montana Indians and about the Indian culture topics to be presented in relationship to the Master Plan measures.
2. That whenever possible faculty, consultants and other individuals participating in college course of study or in-service teacher training project be of Native American descent and background.
3. That individuals have the ability to understand the psychological and philosophical frames of reference of Indian people as seen from tribal perspective.
4. That individuals be able to demonstrate the sensitivities and concerns of Montana Indian people to students through academic training projects.
5. That individuals be recognized and accepted by both tribal and non-tribal communities as representative of Indian people.
6. That individuals have the cultural and academic credentials to meet the requirements proposed by the various advisory committees planning and participating in these courses or programs of study.
7. That non-Indians have a minimum of ten(10) credit hours in Native American Studies or equivalent background in Indian culture before they participate in college courses of study or programs of study at the local level.

RECOMMENDATIONS #VI

The Indian Studies Project recommends that the Board of Regents formulate a policy statement and position directing Montana teacher training institutions to implement the following principles and guidelines when developing an Indian Cultur Master Plan course of study.

RECOMMENDED PRINCIPLES AND GUIDELINES:

1. That teacher training institutions develop an Indian studies curriculum to be offered to students, teachers, and education personnel which presen true, accurate and undistorted information about Native Americans and Montana Indian culture.
2. That when appropriate, education departments and formal Native American studies programs at teacher training institutions jointly co-sponsor the development of Master Plan courses of study.
3. That teacher training institutions designate the Master Plan course of study as developed, the course of study which meets the requirements and intent of HB 343 and HJR 60.
4. The academicians at teacher-training institutions view field work as equally important to on-campus work and recognize the importance of exten ing the course work to the Indian community under study.
5. That teacher-training institutions establish a prerequisite for students undertaking the Master Plan course of study whereby upper division studen classified as education majors be given top priority for enrollment in classes offered.
6. That teacher-training institutions encourage those making presentation on Master Plan courses of study to submit a proposed outline of course or courses with an evaluation plan to the designated academic committee for review to insure class content meets the legislative intent of HJR 60 and HB 343.

7. That teacher-training institutions post course numbers and grades received on student's transcript verifying that the student has successfully completed courses of study.
8. That teacher-training institutions offer the Master Plan courses of study at least once every quarter or semester.
9. That the teacher-training institutions designate an appropriate academic committee composed of both Indian and non-Indian educators to plan and participate in the development of courses of study assigned.
10. That teacher-training institutions make provision to offer a graduate course of study with extension credit to teachers in the field as requested by local Boards of Trustees to fulfill requirements and encouragements of HB 343 and HJR 60.
11. That teacher-training institutions insure the inclusion of culturally knowledgeable people in the preparation and presentation of courses and that Indian books, films, and other master plan resources be acceptable to Montana tribal groups as representative of their unique tribal backgrounds.

RECOMMENDATION # VII

The Indian Studies Project recommends that the State Board of Public Education and State Board of Regents establish a Master Plan Education Review Committee under assigned authority and that the State Board make funds available for travel, per di mileage for the appointed committee members.

Recommended Activities of Master Plan Committee:

1. To implement recommendations of the Indian Culture Master Plan in the interest of both students and educators affected.
2. To design and develop continuing grant proposals for submission to the appropriate agencies of the federal government to assist the state in stressing teacher in-service training and in developing Indian programs of study in public schools.
3. To assist in carrying out the full intent and provisions of Title IV, Indian Education Act and review current and future Title IV programs.
4. To assist state J.O.M. office and to maintain a working relationship with local J.O.M. programs emphasizing the need to implement recommendatio of the Indian Culture Master Plan.
5. To assist the designated state office which is assigned the task of implementing the Indian Culture Master Plan in budget planning, disseminat of data and information, and in publication and curriculum development.
6. To provide for evaluation of the State Indian Culture Master Plan on a continuing basis for its duration.

purposes of accountability.

5. That public schools maintain accurate records on teachers undertaking in-service training projects and provide that information to the office of the Superintendent of Public Instruction annually.
6. That public schools arrange with institutions of higher education to provide in-service training with college credit to enable teachers to complete their 5-year accreditation requirement and project certification.
7. That public schools after July 1, 1979, employ only those teachers who have successfully completed one of the three options available with a minimum of three credit hours or demonstrated equivalent.
   a. Equivalent shall be considered to mean at least 30 actual hours of previous academic training in Indian studies related to topic areas. Exceptions may be made on an individual basis for demonstrated ability and extensive background in Indian studies through oral or written examination.
8. That public schools request adequate funds to sponsor teacher in-service training projects from approved financial sources (local, state, federal, etc.).
9. That public schools continue to design and implement teacher training activities on an annual basis and annually provide special education seminars and workshops on Montana Indian affairs.

RECOMMENDATION # VIII:

The Indian Studies Project recommends that the State Board of Public Education formulate a standing policy directing Montana public schools to implement the following principles and guidelines when developing teacher courses of study or in-service training.

Recommended Principles and Guidelines:

Teachers

1. That public school administrators insure that all teachers adopt one of the three options for obtaining the Indian Studies training necessary to fulfill the requirement or intent of HB 343 or HJR 60 as appropriate.
   a. A course of study offered by a Montana teacher training institutic provided either at the college or by extension at the local level.
   b. An in-service teacher training project provided by a local Board of Trustees as approved by the Superintendent of Public Instructio
   c. An in-service teacher training project provided by the Superintend of Public Instruction.
2. That a minimum standard of three quarter credit hours or demonstrated equivalent training be required to fulfill the requirements of HB 343 or HJR 60 mentioned above in b and c for certified teachers and non-certified educational persons in the field.
3. That public schools provide teacher training curricula on Indian studies that emphasize the topic areas recommended in associated legislation (HB 343 and HJR 60).
4. That public school superintendents or other appropriate authority require that teachers and affected education personnel be provided with a letter of completion of instruction and that the Superintendent of Public Instruction is informed of completion of training for

OMMENDATION #IX

The Indian Studies Project recommends that the Board of Public Education mulate an official Board policy directing public schools to include the lowing elements when developing programs of study on Indian culture.

Recommended guidelines for public schools:

1. That public schools introduce an Indian studies course or modify current curriculum programs to include emphasis on Montana Indian history and culture.
2. That all public schools encourage, support and sponsor appropriate school Indian ceremonies and culture events representing Indian affairs.
3. That wherever there is a significant local Indian population, public schools shall give preference to bi-lingual or bi-culturally trained teachers for available positions in their school system.
4. That programs of study and instruction should include Indian history, traditions, customs, values, beliefs, ethics and contemporary affairs as seen from tribal perspective.
5. That public schools should include traditional speakers and culturally knowledgeable persons when presenting programs of study or teacher training activities.
6. That public schools develop contractual assistance programs for short and long range Indian education development. Recognized Indian educators should be included in those arrangements.
7. That public schools request, appropriate, and earmark state foundation funds to create and support Indian programs of study.
8. That all public school libraries utilize existing and future resources to acquire Indian books, films, artifacts, and other resource material that will be used by classes studying American Indian culture.

9. That public schools either create a parent-teacher committee or utilize the services of already established committees which focus on Indian education to evaluate on-going Indian projects to insure that programs are adequate and that relevant and accurate Montana tribal presentations are being presented to students.
10. That public schools located in communities where Indian tribes are signifi represented utilize local cultural resources and provide for tribal persons to make presentations on Indian projects.

ENDATION #X

he Indian Studies Project recommends that the State Board of Regents and the Board of Public Education request all Montana educational institutions to reaffirm commitment to affirmative action by establishing "Special recruitment procedures" ir institutions to hire additional qualified Indian faculty, teachers and consultants e presentations on Indian courses of study, in-service requests and program of study. further recommended that in view of the fact that there is a present lack of Indian ors in the state educational system, public schools, colleges and universities seek those bi-lingual and bi-cultural educators and other persons who are most ied in terms of the previously recommended criteria to make presentations on and Montana tribal cultures.

RECOMMENDATIONS #XI

The Indian Studies Project recommends that the State Board of Regents urge teacher-training institutions to establish bi-lingual and bi-cultural education programs to insure that elementary and high school teachers understand Indian students' cultural frames of reference and tribal experiences. Whenever possible, qualified Indian teachers who can serve as role models should be recruited into these curricular programs both as faculty and students.

COMMENDATIONS #XII

The Indian Studies Project recommends that the Board of Public Education quest the Superintendent of Public Instruction to publish a report semi-annually flecting current enrollment figures of Indian students attending public schools l to present pertinent data and information to public schools informing them of eir financial entitlement under the Indian Education Act, Title IV, Part A, l other available entitlement funds.

RECOMMENDATION # XIII

The Indian Studies Project recommends that the Board of Public Education direct the following public schools located on or adjacent to Montana Indian reservations to employ only those certified personnel who have successfully completed an Indian Culture Master Plan course of study at a teacher training institution, or a teacher in-service training project provided by either the Superintendent of Public Instruction's office or by a local Board of School Trustees.

Although schools have until July 1, 1979 to be in compliance with this portion of the law, it is recommended that every effort be made as soon as possible to achieve this goal.

The schools listed below are those on or directly adjacent to the seven Indian reservations in the State of Montana. However, in view of Montana's expansive area it is felt that the interpretation of "on or near" Indian reservations" should not be limited to only those schools. Although 30 miles may be regarded as "near" in Vermont or Rhode Island, in Montana 100 miles distance is usually regarded as "near". Consequently, it is recommended that all schools which receive any federal funds on the basis of Indian student population be considered to be included in the purview of the law.

Blackfeet Reservation

1. K-W Bergan
2. Browning Elementary
3. Starr
4. Croff Wren
5. Vina Chattin
6. Browning Jr. High
7. Browning High School
8. Cut Bank 7 and 8
9. Anna Jeffries
10. South Side
11. Cut Bank High School
12. East Glacier Park
13. Heart Butte
14. Valier Elementary
15. Valier High School

Crow Reservation

1. Plenty Coupes High School
2. Hardin Elementary
3. Hardin Intermediate
4. Hardin 7 and 8
5. Crow Agency
6. Fort Smith
7. Harding High School
8. Lodge Grass Elementary
9. Corral Creek
10. Lodge Grass High School

Flathead Reservation

1. Arlee Elementary
2. Charlo Elementary
3. Charlo High School
3. Elmo Elementary
4. Cherry Valley Elementary
5. Linderman Elementary
6. Polson Middle
7. Polson High School
8. St. Ignatius Elementary
9. St. Ignatius High School
10. Ronan Elementary
11. Pablo Elementary
12. Ronan Middle
13. Ronan High School
14. Dixon Elementary
15. Dixon High School
16. Hot Springs Elementary
17. Hot Springs High School
18. Mineral Bench Elementary

Fort Belknap Reservation

1. Wyola
2. Harlem Elementary
3. Harlem High School
4. Hays
5. Lodge Pole
6. Hays High School

Fort Peck Reservation

1. Poplar Elementary
2. Poplar Middle
3. Poplar High School
4. South Side Elementary
5. New North Side Elementary
6. Wolf Point 7 and 8
7. Wolf Point High School
8. Barbara Gilligan
9. Brockton High School
10. Frazer Elementary
11. Frazer High School

Northern Cheyenne Reservation

1. Lame Deer Elementary
2. Colstrip Elementary
3. Colstrip High School

Rocky Boy Reservation

1. Box Elder Elementary
2. Box Elder High School
3. Rocky Boy
4. Devlin
5. Highland Park
6. Sunnyside
7. Lincoln McKinley
8. Havre 7 and 8
9. Havre High School

RECOMMENDATION # XIV

The Indian Studies Project recommends that the Superintendent of Public Instruction seek funds for the development of programs such as special education impact programs which focus on the strengthening of language skills and the enhancement of self-concept in Indian children.

For the nation's children for whom English is a second language, the passivit the emphasis on the printed word and the major culture orientation of the conventio classroom too often result in language deficiency and increasingly negative self-co Language is learned by using language-- which means the classroom must be a place where their experiences and interests are the basis for mastery of skills and concepts. Innovations in the teaching of reading and language skills are needed to increase the involvement of children with language.

RECOMMENDATION # XV

The Indian Studies Project recommends that the Board of Public Education request the Superintendent of Public Instruction to provide teachers with an official certificate of completion upon satisfaction of the requirements of the Indian Culture Master Plan through the options to be provided by that office or by local Boards of Trustees. In addition, college students seeking teacher certification upon completion of their educational program can request certification in Indian Studies upon submission of records indicating the completion of course work or in-service training.

RECOMMENDATION # XVI

The Indian Studies Project recommends that the State Board of Education request the Montana State Library Commission to create an American Indian Media Committee to review and distribute literature and other media material purchased about Native American and Montana Indian cultures. This committee should acknowledge that demeaning media or literature about Indians is a violation of their civil rights and must be eliminated from state public facilities. It is also recommended that the State Board of Education encourage the Montana State Library to develop a model plan of action to seek out resources to initiate a Native American library program that can be adopted in the 107 libraries in Montana to reinforce and supplement the Indian Culture Master Plan in cooperation with schools.

COMMENDATION #XVII

The Indian Studies Project recommends that the State Board of Education quest the Governor to contact Montana's congressional delegation informing em of the Indian Culture Master Plan and request them to immediately assist e State of Montana in requesting needed funds from appropriate federal education encies (Indian desks) to assist in the implementation of the recommendations of e Indian Culture Master Plan.

A P P E N D I X A

VISITATIONS AND CONTACTS

(1) Resolutions

(2) List of Persons Contacted by Project Staff

(3) List of Groups Contacted by Project Staff

EET CHARTERED LANDLESS | CROW | FLATHEAD | FORT BELKNAP | FORT PECK | NORTHERN CHEYENNE | ROCKY BOY

Montana Inter-Tribal Policy Board

Cisel Hall, Box 564, Eastern Montana College
Billings, Montana 59101

October 10, 1974

RECEIVED
OCT 11 1974
POST-SECONDARY EDUCATION

y
irman

t Horn
Chairman

Pablo
Chairman

Rowland
-Treasurer

Mr. Patrick M. Callan, Director
Montana Commission on Post
Secondary Education
201 East 6th Street
Helena, Montana 59601

Dear Mr. Callan:

On Friday, September 27, 1974, Mr. Ken Harwood made a presentation to the Montana Inter-Tribal Policy Board on the Draft Report of the Montana Commission on Post Secondary Education, and on the Indian Culture Master Plan.

We feel Mr. Harwood has done an excellent job in behalf of the Native American people of Montana on the two projects. Consequently, the Policy Board took official action to endorse and support the section on Native Americans of the Draft Report at their meeting on September 27, 1974.

In view of the fact that the next hearings on the Draft Report are to be held on October 21, 1974, I have been directed by the Board to notify you by letter of their action, and in order that their action will become a matter of public record at the hearings.

We appreciate your cooperation. Please advise if any further information is needed.

Sincerely yours,

Wyman J. McDonald
Executive Director
MITPB

WJM/bl

cc: Ken Harwood
Bob Parsley
Geneva Dillon
Ed Bates
All MITPB Members

Montana United Indian Association

Phone:
443-5350

P. O. B
H

MUIA

RESOLUTION NO. 75-103

WHEREAS: A Board resolution urging Honorable Thomas Judge, Governor, Senate and House of Representatives members, Montana Congressional Delegates, State Board of Education and all involved federal officials and officials of the state of Montana to review and fully implement those recommendations found in the final report of the Montana Commission on Post-Secondary Education, and

WHEREAS: The Montana United Indian Association is recognized by the Federal Government and the Montana Inter-Tribal Policy Board as the governing body representing the off-reservation, landless, urban, and rural Native Americans and encompasses this charge for the entire state of Montana by established service areas, and

WHEREAS: A large number of Native Americans are located in urban areas and live in these service areas and live far below the normal acceptable standards of society, and

WHEREAS: The urban Indian people desire to provide expanded and greater educational opportunity for their people,

THEREFORE, BE IT RESOLVED: That the Board of Directors of Montana United Indian Association fully concurs in the Native American recommendations established by the Montana Commission on Post-Secondary Education and related Indian recommendations and Indian Culture Master Plan and now calls for their immediate review and subsequent implementation.

MUIA IS AN EQUAL OPPORTUNITY EMPLOYER

BILLINGS AMERICAN INDIAN COUNCIL
BILLINGS, MONTANA

NORTH AMERICAN INDIAN ALLIANCE
BUTTE, MONTANA

GREAT FALLS INDIAN EDUCATION CENTER
GREAT FALLS, MONTANA

HELENA INDIAN ALLIANCE
HELENA, MONTANA

MISSOULA QUA-QUI CORPORATION
MISSOULA, MONTANA

HI-LINE INDIAN ALLIANCE
HAVRE, MONTANA

NORTH AMERICAN INDIAN LEAG
DEER LODGE, MONTANA

ANACONDA INDIAN ALLIANCE
ANACONDA, MONTANA

NATIONAL ASSOCIATION OF
BLACKFEET INDIANS

RESOLUTION NO. 75-103

C E R T I F I C A T I O N

I hereby certify that the foregoing resolution was adopted by the Montana United Indian Association during a duly called, noticed, and convened meeting held in Havre, Montana, on November 2, 1974, passed unanimously with no abstaining votes.

MONTANA UNITED INDIAN ASSOCIATION

Jerry R. Hollis

Jerry R. Hollis, Executive Director

APPROVED:

Charles E. Fisher

Charles E. Fisher, Chairman

STATE INDIAN STUDIES PROJECT

Whereas, the Montana Indian Culture Master Plan Committee was set up as a result of HB 343 and HJR 60, and

Whereas, the Montana Indian Culture Master Plan Committee is comprised of Indian representation from both Reservation and Urban areas, and

Whereas, the Indian representation on the Committee is comprised of Indian people interested in developing better standards in Indian Education, and

Whereas, the Montana Indian Culture Master Plan Committee sees the definite need of counseling and tutoring services for Native American students in institutions of higher learning. More specifically, the University of Montana, Montana State University, Eastern Montana College, Northern Montana College, Dawson College, Rocky Mountain College, the College of Great Falls, Carroll College, Flathead Valley Community College, and Miles Community College.

Now, Therefore Be It Resolved, that the Montana Indian Culture Master Plan Committee recommends that the Commission of Higher Education and the Board of Regents accept the recommendations of the Blue Ribbon Commission on Post-Secondary Education which, in effect, states that counseling and tutoring services for Native American students be funded by State monies.

Now, Be It Further Resolved, that the State of Montana fund counseling and tutoring services for Native American students at the University of Montana, Montana State University, Eastern Montana College, Northern Montana College, Dawson College, Rocky Mountain College, the College of Great Falls, Carroll College, Flathead Valley Community College, and Miles Community College.

Joan Kennefly,
Co-Chairperson,
Montana Indian Culture Master
Plan Committee

NATIONAL CONGRESS OF AMERICAN INDIANS

Resolution #33

Title: Preparation of Teachers for Indian Schools

Whereas: Schools of Education in institutions of post-secondary education have inadequately prepared teachers to teach Indian children and

Whereas: the Legislature of the State of Montana passed HJR60 and HB 343 and

Whereas: this legislation directs the State of Montana to establish a master plan for enriching the instructional background of all public school teachers through studies of American Indian cultures and

Whereas: this legislation establishes credit requirements for primary and secondary teachers developed with the advice and assistance of Indian people constituted instruction in History, ethics and contemporary affairs of American Indians.

Now therefor be it resolved:

that the NCAI hereby recommends that all state legislatures with significant Indian populations immediately adopt appropriate legislation to direct the development of American Indian culture master study plans for public school teachers and direct course requirements for teachers in primary and secondary schools that are located on or near Indian Reservations.

PERSONS CONTACTED:

Name	Title	Affiliation
*Mr. Jack Edmo	Adm. Ass't	Blackfeet ICAP
*Mrs. Betty Hull	Ed. Advocate	Blackfeet Tribe
*Mr. Bob Parsley	Indian Supervisor	Supt. of Pub. Instruc. Office
*Mr. Bill Yellowtail	Ass't. Indian Supervis.	Supt. of Pub. Instruc. Office
Mr. Thomas Rodgers	Indian Advocate	Urban Indian Students
Mr. Robert Bigert	Consultant	Curriculum Development, Missou
*Mr. Lee Pocha	Director	Helena Indian Alliance
Mr. Merle Lucas	Coordinator, Indian Affairs	State of Montana
Mr. Francis Kerins	President	Carroll College
*Mr. V. Edward Bates	Ass't Prof.	Comm. on Postsec. Education
Mr. Frank LeMere	Director	MUIA Health Project
Mrs. Lenore Fourstar	College Student	University of Montana
Mrs. Mary Jeske	Indian Advocate	Professor, Carroll College
Ms. Donna Douglas	Counselor	Eastern Montana College
*Mrs. Joan Kennerly	Principal	Browning School District
*Mr. Lee Topash	Staff Liaison	State AFL-CIO
*Mrs. Geneva Dillion	Director	Montana Indian Education Assn.
*Mrs. Shirley DeCoeta	Ass't Director	Montana Indian Education Assn.
Ms. Coral Pepion	Ass't Director	Montana United Scholarship Ser
Mrs. Jessie Bishop	Director	Talent Search, Montana United Scholarship Service
Ms. Pat Little Wolf	Liaison	Northern Cheyenne Education Co
Mr. Bill Parker	Staff	Northern Cheyenne Research and Development Project
Mr. Allen Rowland	Chairman	Northern Cheyenne Tribal Counc
Mr. Alonzo Spang	BIA Supt.	Northern Cheyenne Indian Reser
Mr. Art McDonald	Coordinator	University of the Plains
Mrs. Pat Stands	Education Spec.	Crow ICAP
Mrs. Connie Jackson	Res. Ed. Advocate	Crow Tribe
Mrs. Lucy Russell	Education Spec.	Crow ICAP
Mr. Mike Doss	Graduate Student	Harvard University
Mr. R. Comesup	Chairman	Pryor School Board
Mr. Carl Vance	Ed. Spec.	Billings BIA Area Office
*Mr. Wyman McDonald	Exec. Director	Tri-State Tribes, Inc.
Mr. Richard Bowers	President	University of Montana
Mr. Joseph R. Crowley	President	Northern Montana College
Mr. Quintin Gilham	Ed. Spec.	Blackfeet ICAP
*Mr. Gerald Gray	Supt.	Rocky Boy School District
*Mrs. Dorothy Small	Chairman	Rocky Boy School Board
*Mr. Harold Gray	Director	Cree History Proj., Rocky Boy
Mr. Conrad Lafromboise	College Student	Rocky Boy School
Mr. John Badgley	Director	Institute of the Rockies
*Mr. Verlin Belgard	Acting BIA Supt.	Ft. Belknap Indian Reservation
Mr. Elmer Main	Ed. Spec., BIA	Ft. Belknap Indian Reservation
Mr. Norman Hollow	Chairman	Ft. Peck Indian Reservation
Mr. Jacob Big Horn, Jr.	Tribal Ed. Coordin.	Ft. Peck Indian Reservation
*Mr. Authar Plenty Hawk	College Student	Northern Montana College
Mr. Duane Jeanotte	Staff	State Indian Health Program
*Mr. Charles Fisher	Chairman	Montana Urban Indian Associatio
Mr. Terry Wilson	Director	EMC Indian Studies Project

*Was contacted more than once.

RSONS CONTACTED (Continued):

me	Title	Affiliation
. Joe McDonald	Chairman	Montana Indian Education Assn.
. Roy Buffalo	Ass't Director	Area BIA Office
. Barney Old Coyote	Educator	Crow Tribe
. Bill Kennedy	Indian Educator	Billings area
. Floyd Waters	Rural Ed. Consultant	University of Nebraska
. Alvie Thomas	Ass't Supt.	Supt. of Pub. Instruc. Office
. Richard Landis	Director	Inter-Cultura` Program, MSU
. Percey DeWolfe	State Senator	Montana
. Milton Datsopoulos	Attorney	Commissioner of Higher Education
. George Harris	Indian Legal Advocate	State of Montana
Robert Swan	Ass't Director	Indian Studies, UM
Morris Big Horn	College Student	University of Montana
Gerry Lankford	Ass't Director	Indian Culture Inst., UM
. June Tatsey	Counselor	Browning School District
Earl Old Person	Chairman	Blackfeet Tribe
Darryl Gray	Exec. Director	Montana United Scholarship Service
Gerry Hollis	Exec. Director	Montana Urban Indian Association
Sharon Orr	Ass't Coordinator, Indian Affairs	State of Montana
nard Smith	(Univ. Year of	University of Montana
ica Smith	(Action Students	University of Montana
Hugh A. Dempsey	Director of History	Glenbow - Alberton Institute
Robert Staffanson	Director	American Indian Institute, Bozeman
Irv Chattin	Coordinator	MUIC Indian Education Project
. Mary Pace	Member	Board of Regents
Joe Mathias	Representative	Kootenai Tribe
s Mary Martell	Student	Helena Vo-Tech
John Quigley	Indian Advocate	American Indian Hall of Fame
Earl Barlow	Superintendent	Browning Public Schools
. Harriett Meloy	Member	Board of Public Education
Irving Dayton	Academic Vice Pres.	Montana State University, Bozeman
George Bandy	Academic Vice Pres.	Northern Montana College, Havre
John Allen	Chairman	Ft. Belknap Reservation
. P. Tucker	Ed. Coordinator	Hays-Lodge Pole School
Gilbert Horn	Member	Ft. Belknap Tribal Council
Mary Kendall	Director	Gt. Falls Indian Education Center
Mark Small	Director	Morning Star Project
. Dorothy Adamson	Member	Valier, JOM Committee
Tom Peblo	Councilman	Flathead Tribe
Robert Peregoy	Ass't Director	MSU Indian Studies Program
Ellis Knows A Gun	Ed. Coordinator	Crow Tribe
. Katy Pretty Weasel	Ed. Coordinator	Crow Tribe
Tom Steward	Chairman	Crow Central Ed. Commission
Pat Stands	Chairman	Crow Tribe
Gary Kimble	Ass't Prof.	UM, Indian Studies
B. Swaney	JOM	Flathead Tribe
Louis Strand	Curr. Director	Helena Public Schools
John SunChild	Consultant	MSU, Indian Studies
G. Hawley	Reservation Director	Hays, Urban/Rural Project
D. Billedeaux	Exec. Director	Coun. on Indian Ed, Washington, D.C.
. Henrietta Whiteman	Director	UM, Indian Studies Program

contacted more than once.

PERSONS CONTACTED (Continued):

Name	Title	Affiliation
Mrs. Susie Yellowtail	Reserv. Educator	Crow Tribe
Mr. Duane Schlinder	Ass't Professor	College of Great Falls
Mr. George Horse Capture	Ass't Professor	College of Great Falls
Mrs. Thelma Blount	Educ. Coordinator	Ft. Peck Tribe
Mr. Keith Colbo	Administrator	State of Montana
Mr. Mike Fitzgerald	Administrator	State of Montana
Mrs. Isabell Whitegrass	Blackfeet JOM	Blackfeet Tribe
Mr. Lloyd Running Crane	Blackfeet JOM	Blackfeet Tribe
Mr. Leonard MountainChief	Blackfeet JOM	Blackfeet Tribe
Miss Rebecca Dasinger	Title VII	Brockton Schools
Mr. Joe Little Coyote	N. Chey. Research Coun.	Northern Cheyenne Tribe
Mr. Don Douglas	COP Teacher Training	Crow Tribe--Northern Cheyenne
Mrs. Jean Tannyhill	MICADA	Indian Alcoholism
Mr. Ken Clark	Montana ETV	Bozeman
Mr. John Voorhis	Supervisor, Teacher Training	Supt. of Pub. Instruc. Office
Mr. Frank Shone	Title IX	Helena Schools
Mr. Harold Anderson	Dean of Education	College of Great Falls
Dr. J. Francis Rummel	Dean of Education	University of Montana
Mr. Damon Schlenske	Blackfeet	Blackfeet Tribe
Mr. Jim Contway	Student	University of Montana
Congressman Max Baucus	Western District	State of Montana
Mr. Billy Mills	Indian Speaker	National Indian Community

)UPS CONTACTED:

:e	Name	Liaison	Location	Estimated
5/74	Ind. Studies Proj. Strategy Meeting	Mr. Ken Harwood	Helena, Mont. Comm. of Higher Education	9 State Ind. Officials
4/74	Indian Cultural Seminar	Mrs. Mary Jeske	Carroll College	25 College Students
6/74	Montana United Scholar. Service	Mrs. Jessie Bishop	Great Falls	4 Project
0/74	N. Chey. Educ. Com.	Ms. Pat Little Wolf	Busby	45 Reserv. Educators
0/74	Crow ICAP	Mrs. Sharon Stands	Crow Agency	10 ICAP Personnel
/74	Pryor School Administrator	Mr. Mick Doss	Pryor	5 MIEA and School Personnel
/74	Cree History Proj.	Mr. Harold Gray	Rocky Boy School	35 Project Staff
/74	Rocky Boy Tribal Council	Mr. Gerald (Chief) Belgard	Rocky Boy Tribal Building	40 Council/Members
/74	Ft. Belknap	Mr. Elmer Main	Ft. Belknap	3 BIA Personnel
/74	Ft. Peck Tribal Council	Jacob Big Horn	Popular	6 Tribal Members
5/74	Mont. Ind. Ed. Association	Mrs. Geneva Dillion	Billings	20 Board Members
3/74	UM Indian Studies	Mr. Bob Swan	Missoula	3 Ass't Directors of Project
)/74	Joint Ad Hoc Committee	Mr. Ken Harwood	Helena, Mont.	4 Members
2/74	Northern Montana College	Dr. George Bandy	Havre, Montana	3 College Staff
2/74	Ft. Belknap Reservation	Mrs. P. Tucker	Hays, Montana	80 Tribal School Persons
3/74	Gt. Falls Educ. Center	Ms. Mary Kendall	Great Falls	25 Ind. Educators
)/74	Carroll College	Mrs. Mary Jeske	Helena, Mont.	20 Students
1/74	MUIA	Mr. Gerry Hollis	Missoula, Mont.	45 Urban Indians & Board

GROUPS CONTACTED (Continued):

Date	Name	Liaison	Location	Estimated
9/26/74	Inter-Tribal Policy Board	Mr. Wyman McDonald	Billings, Mont.	50 Board & Gues
9/30/74	Crow Ed. Com.	Mr. Pat Stands	Crow Agency	60 Persons
10/8/74	Flathead Tribe	Mr. Joe McDonald	Ronan, Mont.	75 Educators & Tribe People
10/9/74	Qua Qui Corp.	Mr. Harvey Madman	Missoula, Mont.	9 Members
10/17/74	Ind. Culture Master Plan	Dr. L. K. Pettit Mrs. Dolores Colburg	Helena, Mont.	5 Persons
10/18/74	MSU Indian Studies	Mr. Bob Peregoy	Bozeman, Mont.	50 Members & Gue
10/24/74	Blackfeet Ed. Com.	Ms. Violet Butterfly	Browning, Mont.	35 Persons
10/30/74	Academic Vice Pres.	Mr. Ken Harwood	Helena, Mont.	15 Persons
11/1/74	Mont. Advisory Council for Vo-Ed.	Mr. Bill Ball	Helena, Mont.	25 Members
11/2/74	MUIA	Mr. Gerry Hollis	Havre, Mont.	40 Members & Gue
11/21/74	College of Great Falls	Mr. Duane Schlinder	Great Falls, Mont.	10 Personnel
11/22/74	Ft. Peck Tribe Ed. Com.	Mrs. Thelma Blount	Poplar, Mont.	70 Tribal Member
12/2/74	Rocky Boy School Staff	Mr. Harold Gray	Rocky Boy	18 Persons
12/5/74	State JOM Com.	Mr. Bob Parsley	Helena, Mont.	50 Persons
12/8/74	Joint Ad Hoc Curriculum Com.	Mr. Ken Harwood	Helena, Mont.	12 Persons
12/13/74	COP Staff	Mr. Darryl Gray	Helena, Mont.	5 Persons
12/27/74	UM Indian Studies	Mrs. H. Whiteman	Missoula, Mont.	5 Staff Persons
1/2/75	Supt. of Public Instruc. Office	Mr. Alvie Thomas	Helena, Mont.	6 Persons
1/17/75	ICMP Project Advisory Com.	Mr. Ken Harwood	Great Falls, Mont.	100 Persons
1/18/75	Mont. Indian Ed. Assn.	Ms. Shirley DeCoeta	Great Falls, Mont.	60 Board Members

OUPS CONTACTED (Continued):

te	Name	Liaison	Location	Estimated
2/75	Carroll College Staff	Mr. Jack Oberweiser	Helena, Mont.	10 Persons
7/75	Helena In-Service Training Indian Panel	Mr. Louie Strand	Helena, Mont.	475 Teachers
/75	Browning Com. Meeting	Ms. Mary Morgan	Browning, Mont.	150 Persons
/75	Public Schools - MUSS	Mr. Darryl Gray	Great Falls, Mont.	100 Persons
/75	State JOM Conf.	Mr. Bob Parsley	Great Falls, Mont.	600 Persons
/75	ICMP Advisory Com.	Mr. Ken Harwood	Great Falls, Mont.	75 Persons
4/75	Joint Ad Hoc Curriculum Com.	Mr. Ken Harwood	Helena, Mont.	10 Persons

A P P E N D I X B

STATE INDIAN STUDIES PROJECT ADVISORY COMMITTEE

(1) Letter from Dr. Lawrence Pettit to members

(2) Memo from Ken Harwood to members

(3) First Committee Meeting and Agenda

(4) Committee Input and Recommendations

(5) Press Release on Committee Meeting - Dated January 18, 1975

THE MONTANA UNIVERSITY SYSTEM
TWELVE THIRTY-ONE ELEVENTH AVE.
HELENA, MONTANA
59601

IONER OF HIGHER EDUCATION

December 31, 1974

"The state recognizes the distinct and unique cultural heritage of the American Indians and is committed in its educational goals to the preservation of their cultural integrity."

is statement is taken from Article X, Section 1 (2) of the Montana Constitution ich became effective July 1, 1973. The spirit of awareness that prompted the clusion of this statement in the Constitution also resulted in the passage of use Joint Resolution 60 which directs the State Board of Education to devise a aster plan for enriching the background of all public school teachers in erican Indian culture."

nneth G. Harwood was appointed director of this project and was administra- vely assigned to my office. Until recently, Mr. Harwood has been researching kground material and has contacted hundreds of people throughout the state lative to the project. The next step is to form an advisory committee of ople who are concerned about the issues which prompted the development of an ian Culture Master Plan. Basically, the situation must be studied from the int of view of Indian students who come to school with a set of unique problems our society, and from the point of view of the teacher who may not have train- or experience in dealing with these problems.

ould like to invite you to serve as a member of the Advisory Committee for the lian Culture Master Plan. This group will meet twice with the first meeting d in mid-January. Members of the advisory committee will be invited to make ommendations and suggestions concerning the development of the Master Plan. Harwood will be contacting you within the next few days with details of the st meeting. If you will be able to participate in this effort, please notify at that time.

Sincerely,

Lawrence K. Pettit

Lawrence K. Pettit
Commissioner of Higher Education

:dk

THE MONTANA UNIVERSITY SYSTEM
TWELVE THIRTY-ONE ELEVENTH AVE.
HELENA, MONTANA
59601

COMMISSIONER OF HIGHER EDUCATION

January 2, 1974

TO: Advisory Committee, Indian Culture Master Plan

FROM: Kenneth G. Harwood, Director; Indian Studies Project

RE: Committee Meeting

A few days ago Dr. Lawrence K. Pettit, Commissioner of Higher Education, wrote requesting you to participate as a member of the Advisory Committee for the Indian Culture Master Plan. The first meeting of this Committee will be held on January 17, 1974, at the College of Great Falls, Great Falls, Montana.

As indicated in Dr. Pettit's letter, the purpose of this advisory group is to make recommendations, suggestions and observations concerning the development of the Indian Culture Master Plan. I feel that your participation in this effort will provide valuable insights and guidance in formulating a workable and effective plan to enrich the background of teachers in Montana in Native American heritage. Several key considerations relative to the Master Plan will be discussed at this conference. Committee members will be invited to give presentations regarding the goals and objectives of House Joint Resolution 60 as they interpret them.

Attached is an agenda which will be followed during the conference. You will note that lunch will be provided for the advisory committee at the College of Great Falls. However, due to the budget limitations of the project, we will be unable to pay per diem or travel expenses in most cases. Exceptions may be made for those who do not have institutional travel budgets or other sources of funding. I hope this will not be an obstacle to your participation. If you cannot participate without travel support, please contact me before the meeting and we will attempt to make arrangements.

If you have any questions about the meeting in January, please contact one of the following persons:

Mr. Kenneth G. Harwood
Helena, Montana
449-3024

Mr. Darryle Gray
Montana United Scholarships Service
Great Falls, Montana
761-8471

Dr. Harold Anderson
College of Great Falls
Great Falls, Montana
761- 0210

I would appreciate a note or a phone call within the next few days to indicate whether you will be able to attend the conference.

KGH:dk

REVISED AGENDA

INDIAN CULTURE MASTER PLAN CONFERENCE COMMITTEE MEETING
Great Falls, Montana

(ADVISORY MEMBERS AND GUESTS)

E: January 17, 1975
ATION: College of Great Falls
ERATOR: Mr. Earl Barlow

) a.m. - 9:00 a.m.	Registration (pick up packets)
) a.m. - 9:30 a.m.	Welcome - Monsignor Brown; Prayer - John Wooden Legs; Dr. Harold Anderson, College of Great Falls (1.)
) a.m. - 10:45 a.m.	Role of Advisory Committee and Director's Presentation (1.) Kenneth Harwood, Director Indian Studies Project
45 a.m. - 11:00 a.m.	Selection of chairman at this time (Elected Joan Kennerly; Elmer Main co-chairman)
00 a.m. - 11:45 a.m.	Legislation (1.) Sandy Murie (2.) Bob Swan (3.) Joan Kennerly
45 a.m. - 12:00 noon	Question and answer period
ch	Meal provided
p.m. - 2:30 p.m. minute presentations)	Panel on Institutional Approaches: (1.) Dale Old Horn (Indian Studies) (2.) Joan Kennerly (Public Schools) (3.) John WoodenLegs (Tribal Culture) (4.) Charles Courchene (Tribal Education) (5.) Lenore Fourstar (College Student)
p.m. - 2:45 p.m.	Break
p.m. - 4:00 p.m.	Work Panel on HJR 60 Objectives Group (1.) Ernie Big Horn Group (2.) Darryle Gray Group (3.) Karen Fenton Group (4.) Bob Swan Group (5.) Shirley Decoteau Group (6.) John Wooden Legs
) p.m. - 4:30 p.m.	Reports and Recommendations of Six (6) Sections: (1.) Select a member from group to report to full committee.
3 p.m. - 5:30 p.m.	Percy DeWolfe - former state Senator Joe Day - chairman, Inter-Tribal Policy Board Earl Old Person - chairman, Blackfeet Tribe

SAMPLE RECOMMENDATIONS OF SUB-COMMITTEES
INDIAN CULTURE MASTER PLAN ADVISORY COMMITTEE

1. Colleges and universities should make provision to include a major and minor in Native American Studies when doing long-range curriculum planning.

2. A Human Relations Task Force should be created to promote the human rights of Indians and other minority groups.

3. The State of Montana should allocate general fund money to Native American Studies programs to insure their development and support.

4. An Indian Studies Department should be formalized at each unit of the Montana University System.

5. Faculty in the Indian Studies Departments should be utilized as consultants for other faculty when developing courses relevant to Indians and their culture.

6. A list of all Indian educators in the state of Montana should be compiled and distributed so these individuals may serve as resource people.

7. A list of knowledgeable tribal members who would be willing and able to serve as cultural resources should be developed by each tribe.

8. Each tribe in the state of Montana should develop a comprehensive bibliography of materials about the tribal culture which could be made available to schools, colleges, universities, etc.

9. Elders and other culturally knowledgeable tribal people who are used as resource personnel should be reimbursed at a level comparable to other individuals used as consultants.

10. Books currently in use as texts for history classes or other classes presenting material about Indians should be reviewed for accuracy and relevancy, whether at the elementary, secondary or university level.

11. Each Indian Reservation should designate one qualified individual to serve as representative of that reservation on matters involving higher education. This person should be able to serve as an instructor or consultant at the college level.

12. The recommendations contained in Chapter 14 of the Montana Commission on Postsecondary Education's report should be implemented as rapidly as possible.

13. Funds should be provided or requested for a research project to develop a book about Montana tribal groups which could be used as course material in those courses which are part of the Indian Culture Master Plan.

14. A cultural exchange should occur between students at institutions of higher education and Indian people. Indians should be brought to colleges as resource people and students should have an opportunity to visit reservation areas.

15. Indian students should have a role in developing and evaluating courses in Indian studies.

16. The on-going research at some reservations in Montana should be a source of authentic material for use in courses in Indian studies.

17. A method of continuing evaluation and implementation of courses and programs of study should be developed.

18. Funding and staff must be made available to insure the continuation of the Indian Culture Master Plan.

19. The timetable for implementation of the provisions of House Joint Resolution 60 should be reduced from nine years to five.

GREAT FALLS TRIBUNE Jan. 18, 1975

Committee outlines aims of Indian studies law

By TWILA VAN LEER
Tribune Staff Writer

"In all the world there is just one child and his name is 'Children,' " John Wooden Legs of the Northern Cheyenne Indians said Friday, establishing the tone for a meeting of Indians hoping to achieve understanding between ethnic groups through education.

The advistory committee for the Indian Cultural Master Plan met at College of Great Falls to discuss ways of implementing legislation which requires that Montana teachers and students receive instruction in Indian heritage and culture.

Kenneth Harwood, director of the Indian Studies Project, presided and Earl Barlow, superintendent of Browning public schools, was master of ceremonies.

Dr. Harold Anderson, who is involved in Indian projects at CGF, was a morning speaker who urged those present to "React to the past, deal in the present toward the possibility of the future."

Harwood outlined events that led to the advisory committee's formation, beginning with the Constitutional Convention in 1971 and, on the last possible day to introduce amendments to the new Montana Consitution, addition of an amendment recognizing the distinct cultural heritage of the Indians. The amendment passed 83-1, he noted.

Montana thus became the first state ever to make specific mention of Indians in its state Constitution.

The legislation contained in HB343 also directs the state to provide Montana teacher training units with resources to prepare teachers to understand the history, culture, sociology and values of American Indians.

In-service training is to be provided to teachers who cannot return to school and schools are to be furnished, within 10 years, programs of study on Indian topics. All phases of the program are to utilize Indians.

John Wooden Legs

An afternoon brainstorming session elicited recommendations from six buzz groups led by Ernest Big Horn, Darryle Gray, Shirley Hill Dakota, Bob Swan, Karen Fenton and Wooden Legs.

Recommendations most frequently pooled by the groups included:

—That resource materials be provided by Indian persons directly from reservations.

—That Indians be used as consultants for in-service training.

—That the state's colleges and universities offer Indian studies as major and minor fields of curriculum.

—That bibliographies and catalogues of resource materials be compiled by each reservation for reference.

—That teachers be required to take a minimum of six credit hours in Indian studies.

—That provisions of the Blue Ribbon Montana Commission on Post Secondary Education regarding Indians be adopted.

—That history books being used in Montana schools be reviewed to weed out those that present Indian history in a poor light or fail to recognize it at all.

The committee elected Joan Kennerly, principal of D. W. Bergen Elementary School in Browning, and Elmer Main, Bureau of Indian Affairs education specialist at Fort Belknap, to act as cochairmen of the committee.

During the day, the 30 committee members and other persons were advised of proposed legislation that will affect Indians.

These included a proposal to set aside the fourth Friday of September as Native American Indian Day in Montana; appropriation of $35 million for construction of schools on reservations; amendments being sought in legislation which allows fee waivers for some Indians attneding state universities or colleges, and appropriation of state funds to continue teacher training programs on the reservations. Federal funding for the programs will end in June.

Charles Courchene, who teaches and directs Indian activities in Wolf Point schools, reflected the general feeling of the meeting when he indicated that attitude is more important than curriculum in improving relations between the whites and Indians.

There is blame on both sides, he said. Often there is failure to communicate between tribal councils and school boards, and Indians themselves fail to improve education when they refuse to return to the reservations when they have achieved some education.

Some don't return because they hesitate to go back to the scene of youthful hurts, others because they have developed an advanced view that is in conflict with tribal custom on matters of education.

College courses don't constitute the whole answer, Courchene contended. The truth lies in an undistorted view of history and in contact between the cultures.

A P P E N D I X C

COMMUNITY SURVEY AND SELECTED RESPONSES

(1) Letter to State Indian elected officials

(2) Memo to persons concerned with Indian education

(3) Letter from John Wooden Legs

(4) News Release - Dated October 29, 1974

(5) Selected excerpts from statewide community responses to project survey instrument

THE MONTANA UNIVERSITY SYSTEM
TWELVE THIRTY-ONE ELEVENTH AVE.
HELENA, MONTANA
59601

COMMISSIONER OF HIGHER EDUCATION

TO: ALL ELECTED TRIBAL OFFICIALS

FROM: KENNETH G. HARWOOD, DIRECTOR
INDIAN STUDIES PROJECT

DATE: OCTOBER 28, 1974

RE: ENCLOSED LETTER TO PERSONS INTERESTED IN INDIAN EDUCATION

Enclosed is your copy of a letter requesting recommendations and suggestions concerning the Indian Culture Master Plan. We would very much appreciate it if you would distribute copies of this letter, or otherwise make it available, to whatever groups or individuals you consider appropriate on your reservation or in your area.

We are unable to send this letter to each individual who might be interested. However, we are anxious to give everyone an opportunity to make suggestions concerning the development of this plan. Any assistance you can give us will help insure that the content of the Indian Culture Master Plan accurately reflects the needs and desires of the Indian people.

Thank you very much.

KGH:dk

THE MONTANA UNIVERSITY SYSTEM
TWELVE THIRTY-ONE ELEVENTH AVE.
HELENA, MONTANA
59601

October 22, 1974

SSIONER OF HIGHER EDUCATION

: ALL PERSONS INTERESTED IN NATIVE AMERICAN EDUCATION

DM: KENNETH G. HARWOOD, DIRECTOR
INDIAN STUDIES PROJECT

: REQUEST FOR RECOMMENDATIONS AND SUGGESTIONS FOR DEVELOPMENT OF THE "INDIAN CULTURE MASTER PLAN"

most all of you who are concerned with the status of Indian education in ntana are by now familiar with the requirements of the 1974 Montana Legislature expressed in House Joint Resolution 60 which reads: "A joint resolution of the nate and the House of Representatives of the State of Montana instructing the ard of Public Education and the Board of Higher Education to devise a Master Plan r enriching the background of all public school teachers in American Indian lture." This joint resolution was initiated in response to Article X, Section 1(2) the Montana Constitution which reads: "The state recognizes the distinct and ique cultural heritage of the American Indians and is committed in its educational als to the preservation of their cultural integrity."

use Bill 746 appropriated money from the General Fund to Finance "a one-year oject resulting in a thorough study of current and potential Indian Studies ograms in Montana within the context of ethnic education, resulting in a recom- nded plan for implementation of the provisions of HJR 60 stressing coordination tween Montana's teacher training institutions and public schools."

is project has now been underway since July, 1974, and we have been working with tive American educators and advocates since its inception. We have now reached a int in the development of the Indian Culture Master Plan at which it becomes solutely vital that we receive constructive ideas, recommendations and suggestions om those individuals who will be most directly affected, the Native American people emselves. We are also requesting responses from those who have shown the greatest ncern for and interest in the development of opportunities for Indians and the adication of out-dated and erroneous stereotypes and misconceptions. Traditionally, ere has been a lack of understanding of the customs of the thirteen primary blood oups located in Montana.

ur response represents your opportunity to have an effect on the direction of the ducational future of the Native American. Your ideas will receive unbiased objec- ive consideration, and we sincerely request that you take the time to send us your oughts. Native Americans particularly have a responsibility to participate in the evelopment of the Master Plan. Too many programs and projects in the past have een undertaken without the cooperation and guidance of the people they have intended o assist. The Indian Culture Master Plan must not be one of these.

he following are the expressed objectives of the Indian Culture Master Plan which are numerated in House Joint Resolution 60:

1. To provide teacher-training institutions in Montana with adequate resources to prepare teachers to understand the history, culture, sociology, and values of American Indians as seen by Indians.

2. To provide in-service training, planned in consultation with Indian people, for those teachers who cannot return to an institution of higher education for formal courses in Indian studies.

3. To provide means by which all public school teachers in Montana may, within ten (10) years of the adoption of this resolution, receive training in Indian studies as directed in this resolution.

4. To provide all public schools in Montana, within ten (10) years, with a program of study that includes American Indian history, culture, sociology, and values as seen by Indians.

5. To provide a means by which qualifications for teacher certification may include, within ten (10) years, adequate training in Indian studies to prepare the certified teacher to understand the unique background of his or her Indian students.

6. To provide a means by which Indian people may be utilized in the preparation and presentation of the courses planned under the guidelines of this resolution.

Please consider these objectives carefully and send me your reactions and recommendations. Your suggestions do not have to be formalized or structured, or even typed; the important thing is for you to participate in the effort to make the Indian Culture Master Plan relevant, meaningful and effective in meeting its stated goals and objectives.

In view of the number of responses we expect, it would be helpful if you could limit your letter to one or two pages. Please mail your recommendations to the following address:

Indian Studies Project
Office of the Commissioner of Higher Education
1231 Eleventh Avenue
Helena, Montana 59601

Since we are on a structured research time schedule, please mail your responses within thirty days. We would like to receive all responses by November 30, if at all possible. I want to thank you in advance for your assistance because I know you will want to take this opportunity to help shape the future for Montana's Native Americans by participating in the design of this new educational process.

KGH:dk

THE MONTANA UNIVERSITY SYSTEM
TWELVE THIRTY-ONE ELEVENTH AVE.
HELENA, MONTANA
59601

October 28, 1974

SIONER OF HIGHER EDUCATION

To: Editors, Indian Newspapers in Montana

From: Ken Harwood, Director Indian Studies Project

Re: Enclosed Letter to Persons Interested in Indian Education

Enclosed is a copy of a letter being sent to nearly a thousand individuals in the State of Montana who are vitally concerned with increasing the quality of education for Native Americans.

As the letter indicates, it is important to receive as many ideas, suggestions and comments from Native Americans themselves as possible. We must insure that the final recommendations to be included in the Indian Culture Master Plan reflect the needs and desires of those it is intended to serve.

I am also enclosing a suggested press release which emphasizes the main points of the letter and requests responses from your readers. If you have any questions or suggestions, please feel free to contact me.

KH:wb
Enclosures

THE MONTANA UNIVERSITY SYSTEM
TWELVE THIRTY-ONE ELEVENTH AVE.
HELENA, MONTANA
59601

COMMISSIONER OF HIGHER EDUCATION

10-29-74

**** FOR IMMEDIATE RELEASE ****

HELENA

Kenneth G. Harwood, Director of the Indian Studies Project for development of an INDIAN CULTURE MASTER PLAN for education, announced today that a letter to persons interested in Indian education is being disseminated throughout the state for the purpose of soliciting comments, ideas and suggestions on the direction of the project.

The Indian Culture Master Plan is a direct result of House Joint Resolution 60 passed by the 1974 Legislature for the purpose of "enriching the background of all public school teachers in American Indian Culture." Harwood says that the emphasis of the project will be on developing comprehensive quality Indian studie programs at Montana's institutions of higher education. The six objectives expressed in HJR 60 which will be met by the Indian Culture Master Plan are as follows:

1. To provide teacher-training institutions in Montana with adequate resources to prepare teachers to understand the history, culture, sociology, and values of American Indians as seen by Indians.
2. To provide in-service training, planned in consultation with Indian people, for those teachers who cannot return to an institution of higher education for formal courses in Indian studies.
3. To provide means by which all public school teachers in Montana may, within ten (10) years of the adoption of this resolution, receive training in Indian studies as directed in this resolution.

4. To provide all public schools in Montana, within ten (10) years, with a program of study that includes American Indian history, culture, sociology, and values as seen by Indians.
5. To provide a means by which qualifications for teacher certification may include, within ten (10) years, adequate training in Indian studies to prepare the certified teacher to understand the unique background of his or her Indian students.
6. To provide a means by which Indian people may be utilized in the preparation and presentation of the courses planned under the guidelines of this resolution.

Harwood requested that anyone interested in sending his comments or suggestions on the project do so by November 30. Responses can be mailed to:

Indian Studies Project
Office of the Commissioner of Higher Education
1231 Eleventh Avenue
Helena, Montana 59601

Box 1634
Billings, Mt. 59103
Nov. 14, 1974

Mr. Kenneth Harwood
Indian Studies Project
The Montana University System
1231 Eleventh Ave.
Helena, Montana 59601

Dear Mr. Harwood:

In reply to your reqest for recommendation and suggestions for development of the "INDIAN CULTURE MASTER PLAN":

If teachers are to become educated in Indian Studies, I think at least two of the state's major teacher training colleges should develop good quality Indian Studies programs. At present it is hard to find enough people, either Indians or non-Indians, who are really qualified to teach courses in Indian history, culture, contemporary life etc. Ideally any Indian Studies courses should be taught by Indians, or possibly a number of Indians would handle different parts of a course. In fact, getting various viewpoints is important. But since there is a scarcity of qualified people, I believe it would be better initially to try to develop two programs that are really good, instead trying to have Indian Studies at all the institution s of higher education. Probably quality would suffer. Teachers who are already certified would have to use summer school sessions to go to these places and receive training in Indian Studies. Also these same institutions could offer extension courses and special college credit workshops to bring training to teachers within reasonable distance of the two colleges.

On some reservations there may be Indian educators who have developed, or are developing courses on the culture and history of their particular people. One such course for college credit was offered on the Northern Cheyenne reservation Jan.-May 1974. This course was developed and taught by the Northern Cheyenne Research & Human Development Association. Teachers could earn 3 credits for the entire time and this course was approved to meet Mt. state requirements of HB 343. Any courses which are developed or could be encouraged to be developed on reservations should be included as helping fulfill the Indian Studies training required of teachers. Cultural awareness workshops are also relevant. As products of their own education and experiences, teachers often unwittingly assume the dominant culture is superior. These value judgements are reflected in the attitudes as well as teaching any material related to Indians.

A basic curriculum of an Indian Studies program at college level should include:

1. Indian Culture - as it functioned in early times; special emphasis on spiritual values and concepts and other values of the society. Tracing effects of impact with white to show erosion and change of value system up to today, producing disorientation, confusion and frustration. Awareness of root causes of today's social ills allows meaningful re to be created. How are former values usable today? This is of vital importance to Indians searching for direction today.

2. Indian History - emphasizing Plains area. Should deal with early times and tr up to present, including relationships with the government, Missionaries , the educati (Teachers could research reservation nearest them).

3. Indian Spiritual Ways - comparison of basic spiritual concepts, ceremonies of various Indian groups in Montana. Impact of Christianity; what is today's picture? is viable today? Examine similarities and conflicts of Christian concepts with Indian spiritual concepts.

4. Tribal Governments - how they are organized, past and present. Examination of g and weak points; how could this system improve?

5. Current Issues of Montana Indians - examine most important issues: economic, l, education, self-determination etc. facing people today.

6. Urban Indians - issues of concern, viable solutions or directions. Emphasize na: Billings, Missoula, Helena, Great Falls.

7. Indian Eddcation - what does this term mean? Examination of bilingual, bicultural culum, K-12 and through higher education. Community involvement in schools and tion; school boards and their potential for improving education at local level. al and state programs in Indian education.

8. Alcoholism & other Drugs - Causes and cure; emphasizing an ethnic approach. nation historically of use of alcohol in relation to Indian-white contact.

e r area of real importance is the curriculum and teaching of American history, and raining teachers get in American history to prepare them. Most history books in use eaching children American history generally treat the history of Indians in a distorted egrading way. Some barely mention Indians. Few do any fair justice to the way of of the Indian peoples in the Americas so that children have some understanding of cultures. Value judgements are common. Instead of dealing with the events of the and the place and people in some perspective and fairness, the picture presented fect brainwashes children from learning the truth. They are being conditioned by ery language used to promote the white man's accomplishments and dismiss the Indians little importance.

ruth about the beginnings of this country could set us on the road to justice and ly democratic society of tomorrow. Why not begin American history with that of the e peoples who lived here---where they came from---how they got here---the highlights me of their cultures. Just tell it the way it was. When Europeans began coming, with the Vikings, not Columbus. And when telling of him, why not this: "In 1492, native peoples discovered strangers coming to their shores?" etc.

rians have a big job to do to revise existing texts or to produce some really good for teaching American history. This need is urgent! We are a nation composed of ethnic backgrounds and diverse cultures. All of these have made and are making a ribution to our society. We should deal with history in fairness and with perspective. do, our children will respect one another regardless of race, color or religion. oo many existing books are too slanted and are unjust to other ethnic groups, therefore, really critical for teachers (including college history teachers) to examine the they are using with this in mind. If a teacher has better knowledge and perspective taking Indian studies courses, he will be able to see the flaws and distortions in and try to clear this up with students through honest and thoughtful discussion.

project which could be considered would be for Indian educators, with suitable hical help, to produce supplementary materials which teachers could use to present rical information dealing with Indians. I believe the whole image Indians have of elves as well as the image non-Indians have of Indians would be greatly improved gh a better approach to American history. Another good area to deal realistically Indian history of Montana would be in courses teaching Montana history which many ols offer.

osed is a resource handbook developed by the Northern Cheyenne Research & Human Develop- Association dealing with the Cheyenne way of life and various problems in education.

There is a lot of good information in this. Joseph Little Coyote, our Executive Direct asked that this be sent along with my letter to you.

In reference to the objectives you listed:

#1 Concentrate on twoinstitutions initially and develop top quality Indian Studies co

#2 In-service training given through Summer school sessions, Cultural Awareness work extension courses, courses developed on reservations by knowledgeable Indians.

#3 If suitable courses and/or workshops are offered, teachers will have to avail them of them. Local school boards can also require teachers to take courses.

#4 Improve American history curriculum. Develop other materials for supplementary us not only in history but dealing with culture & values. Use a bicultural or plu cultural approach where appropriate. Examine new materials being produced now such organizations as Northwest Regional Educational Lab, N.C. Research & Huma Development Assoc., Rocky Boy School and other Montana tribes.

#5 Future state legislature could require all teachers to have Indian studies for cer tion.

#6 By now in Montana there are many Indians with a good record in Indian education, teachers, researchers, resource people, project directors, curriculum develope people involved in bicultural and bilingual education. These could be brought together to design a feasible way for preparation and presentation of courses, materials etc.

Thank you for writing to me. The Northern Cheyenne Research & Human Development Assoc is willing to do all it can to be of assistance in your development of the Indian Cult Master Plan.

Sincerely,

John Woodenlegs

John Woodenlegs, President
Northern Cheyenne Research &
Human Development Association

INDIAN STUDIES PROJECT

Selected Excerpts of State-Wide Community Responses to Project Questionnaire

ME & TITLE	AFFILIATION & ADDRESS
Robert M. Peregoy, Assistant Coordinator American Indian Studies	Montana State University Center for Intercultural Programs Bozeman, Montana 59715

RECOMMENDATIONS:

This will acknowledge receipt of your communication dated October 22, 1974 wherein you request recommendations and suggestions for the development of the "Indian Culture Master Plan."

A first step is to provide funds with which to hire FTE's in the teacher-training institutions, such as has been accomplished for Montana State University, the University of Montana and Eastern Montana College in the 1974-75 academic year. However, the provision of "adequate resources" necessarily requires an allocation of funds for consultant fees, travel and per diem at the minimum with which to bring in reservation and urban "grass-root" educators, including tribal elders who are involved in the day to day implementation of Indian education. In this manner, the specific history, culture, sociology and values of the thirteen blood groups in Montana will be presented from a first-hand perspective. This ties in with objective number six.

Regular University credit should be awarded upon the completion of such a course. Indian students in all levels of education, i.e., elementary, secondary, post-secondary, as well as parents, teachers, teachers' aides, and teacher educators should be involved in the planning and implementation of said in-service training projects. On-site training will lend itself to the specifics of the local area and thus help exclude generalizations and stereotyping.

One method is to require a class in Indian studies for teacher candidates, but yet this may not be the first and most receptive step. Organizing a good stimulating class and working with the education department people to encourage students to take the class will build a good enrollment and subsequent justification for the development of that class as a required course. If the institutions are unresponsive to this, alternative means warrant examination.

Reference Indian Office, State Superintendent for Public Instruction re: elementary and secondary schools. At present, a minor in American Indian Studies appears desirable at MSU to cover these topics. Efforts in this direction are underway.

Reference #1. Two methods of inclusion may be used, preferably both: (1) utilization in devising curricula and, (2) implementation through direct involvement in the teaching process.

In addition, it is of prime importance that Native American counselors be hired and trained adequately to meet the needs of Native American students. This is a vital link for bridging the gap between the institution and the student, and will affect the retention rate in a positive manner.

Selected Excerpts of State-Wide Community Responses to Project Questionnaire:

NAME & TITLE	AFFILIATION & ADDRESS
2. President Fred W. DeMoney	Montana College of Mineral Science and Technology Butte, Montana 59701

RECOMMENDATIONS:

In response to your memorandum of October 22, 1974, I wish to relay a few ideas concerning the objectives you outlined.

My comments regarding the whole program deal with preparing the personnel, teachers, workshop leaders, facilitators, etc. for the immense task of training all the young people in the areas that you mention, namely, history, culture, sociology, and the values of American Indians as seen by Indians. I hope that your plan includes some well thought-out plan to develop the leadership such a program demands. I would imagine that every K-8 school should have at least two persons so trained. My question is where is this reservoir of manpower and how is it being trained? I think this should be early in the planning stage and I think further that there ought to be some use made of all units of higher education to train such personnel.

3. Duane E. Schindler College Teacher/Coordinator, LIEP	Montana United Scholarship Service, 510 1st Ave. No. Great Falls, Montana 59401

RECOMMENDATIONS:

At this time I feel that I can give several recommendations for your Master Plan. First, in-service training must take place in the areas of residence of the teachers. Thus, a plan should include field-centers near or on reservations for those who cannot return to an institution of higher education.

4. Brenda M. Clancy, President M.S.U. Indian Club	Student, Montana State University Bozeman, Montana 59715

RECOMMENDATIONS:

The teacher or teachers who will be providing the Indian studies should be of Indian ancestry. I think this would be beneficial to both the Indian students and the teacher.

5. President James Hoffman	Dawson College Glendive, Montana 59330

RECOMMENDATIONS:

I'm writing this letter in compliance with your request for responses to House Joint Resolution 60 and HB 746 in regard to the development of an Indian Culture Master Plan and the objectives as enumerated.

Selected Excerpts of State-Wide Community Responses to Project Questionnaire:

5. President James Hoffman(Continued)

RECOMMENDATIONS:

1. Each school should share resource materials of their school with other schools. The Superintendent of Public Instruction should update the catalog on resource materials available through her office.

2. Each teacher involved in Indian Studies history of teaching Indian students should be required to return to an institution of higher education for formal courses in Indian Studies. The institutions should make arrangements for their teachers to do this. An attempt should be made to use Indians as consultants in these formal courses rather than depending on books, films, and lecture.

3. Receiving training within ten years of the adoption of this resolution should be carried out fully stressing the requirement that the history teachers and teachers in schools with a large Indian enrollment be required to have so many hours in Indian Studies to teach.

4. In implementing a program of studies within ten years for public schools, every effort should be made either to find qualified Indian history teachers or use Indians as consultants and guest lecturers in these courses and this effort should not be limited to tribes in Montana.

6. Lawrence D. Wetsit

Student, Flathead Valley
Community College
Kalispell, Montana 59901

RECOMMENDATIONS:

I am a Native American Indian student attending Flathead Valley Community College. Having been educated on the reservation, I am a strong supporter for a change in the education system on the reservation. I am interested in Indian Education not only because it will affect me and my children, but because I hope to teach on the reservation someday.

While attending the J.O.M. Education Conference held in October at Browning, Montana, I received your letter: REQUEST FOR RECOMMENDATIONS AND SUGGESTIONS FOR DEVELOPMENT OF THE "INDIAN CULTURE MASTER PLAN". To the said letter I am replying. This letter brings several questions to my mind which may help in the development of the "MASTER PLAN". These questions are as follows: Will the teacher training courses be taught by Native Americans? What qualifications must be met by the Instructors of the teacher training courses? Will these courses all be the same or will they vary according to the reservations and the Indian tribes? What qualifications and courses should a person who is planning to teach on a reservation look toward?

Selected Excerpts of State-Wide Community Responses to Project Questionnaire:

NAME & TITLE	AFFILIATION & ADDRESS
7. Shirley Ross Parker, Member St. Labre Indian School Board	St. Labre Indian School Ashland, Montana 59003

RECOMMENDATIONS:

Being a parent and a member of St. Labre Indian School Board, I am in favor of House Joint Resolution 60. If this article is recognized, I think the teachers would be more aware of the Indian students. It is important to bring in his environment, his culture and his value system in everything that is done. At all times every effort should be made to improve the ego and the self image and to help the Indian child retain and regain a pride in his "Indian heritage and his Indian-ness".

Curriculums should be developed with the Indian child in mind, relating and stressing the likenesses of all people, their needs and their desires which are basic to all people, regardless of nationality. It is important to stress likenesses rather than differences. This would help the Indian child function without frustration in any subject area.

The in-service training programs would be beneficial to all new teachers. This should be mandatory. There have been too many teachers who come to the reservations with expectations that are dependent to the past. Some teachers do their work with a very minimal effort.

This resolution should also include "American Indian Day". It was first observed in New York in May 1916. I guess it would have to be an act by a governor's proclamation or by legislative enactments.

8. Herbert L. Barnes National Chairman	National Assn. of Blackfeet Indians, 403 Cedar St. Seattle, Washington 98121

RECOMMENDATIONS:

The National Association of Blackfeet Indians continues to work not only on local Tribal matters but has taken strong positions on National Indian issues. Am sure you are aware generally of our activities.

We have been gradually educating ourselves on Indian related history, Indian Cultural, Spiritual and Educational matters on a National scale. With this minimum background. I feel our Blackfeet Cultural class is ready to take on an extensive study of all Blackfeet Heritages.

Selected Excerpts of State-Wide Community Responses to Project Questionnaire:

NAME & TITLE	AFFILIATION & ADDRESS
9. Harold S. Anderson, Chairman Department of Education	College of Great Falls Great Falls, Montana 59405

RECOMMENDATIONS:

In response to your open invitation by letter dated October 22, 1974 please allow me to present the following information.

Unfortunately I cannot offer you my personal services for the work that must be done, since I am a non-Indian. But I can pledge my support, energy and effort in roles which non-Indians may play to further the attainment of the goals.

The College of Great Falls now has three Native Americans on its faculty. They are involved in Indian education instructional and research roles and their services are available to assist in the goals of your program.

We think that this assemblege of expertise may be able to make a substantial contribution to meet the challenge of your program, that of eradicating ignorance and prejudice of Indians among Montana's teachers.

The list of six objectives appear to be relevant and appropriate. They may appear, at first glance, to be too patient, allowing ten years for the accomplishment of a program that was needed yesterday. But perhaps that time frame will allow for a more thorough program, of higher, lasting impact than could be accomplished with a rush job.

0. Ray L. Peck, Ed. D. Assistant Superintendent	Havre Public Schools Box 791, Havre, Montana 59501

RECOMMENDATIONS:

I am replying to your bulletin of October 22, relative to recommendations for development of the "Indian Culture Master Plan", although it appears to me that the primary responsibility in this area will fall on the teacher training institutions in Montana.

Having taught Indian children in Harlem and at Northern Montana College, and having done my doctoral dissertation on the application of the Wechsler Intelligence Scale for Children to Indian pupils, I have spent a good deal of time exposed to Indian people and reading professional literature on their education. I am of the belief that there is a wealth of literature available to design a course for teachers that would be meaningful for them. If I were given such responsibility, I would start with the following two publications:

1. "The Study of the Problems of Teaching English to American Indians: Report and Recommendations", Center for Applied Linguistics, Washington, D. C., 1967.

Selected Excerpts of State-Wide Community Responses to Project Questionnaire:

10. Ray L. Peck, Ed. D.(Continued)

RECOMMENDATIONS:

2. "Styles of Learning Among American Indians: An Outline for Research Center for Applied Linguistics, Washington, D.C., 1968.

I am sure a group of educators could draw up a course outline for teachers in a short time if these two publications were used as the foundation material.

11. Richard Champoux, Member
Sub-Committee on Indian Education

Flathead Valley Community College, Kalispell 59901

RECOMMENDATIONS:

1. Planning
   (a) Any planning for higher education in this state should involve itself specifically with Indian Education. This means that the constitution mandates, as I see it, that there be Indian Education courses at all levels, that there should be in-service and special training for all post-secondary educators concerning Indian students and Indian subjects.

   (b) A study should be made concerning what the institution has done in the past. Specifically, what has been done for Indians, what they are doing and what they are planning for the future.

   (c) What is the Federal Government planning in terms of monies and Indian students and Indian education in Montana.

   (d) What special programs do the Indians see as being needed and not now being offered.

   (e) There is need for an Indian review board to annually look at the plans and see if they are working and to see what needs to be changed. This review board also could give input to the state-wide planning board.

2. Institutions and Missions
   (a) Just an idea here, but I think it is one that we might want to discuss, and that is how about an Indian community college for Montana. I think Flathead Valley Community College would be ideal if designated as the Indian community college for Montana because it is between two major reservations and already serves a number of Indian students. This is just something to kick around for discussion.

   (b) If we do decide to adopt this recommendation, I think that it also means that the Indian people have to have significant input in terms of planning, administration, financing, how the funds will be spent and so forth in this Indian community college.

Selected Excerpts of State-Wide Community Responses to Project Questionnaire:

11. Richard Champoux(Continued)

RECOMMENDATIONS:

People as to how these students are treated and how the Indian money is spent. Appropriate procedures should be implemented then, to see that this is carried out periodically.

12. Jessie J. Bishop
M.U.S.S./Project Director

Montana United Scholarship Service, 510 1st Ave. No.
Great Falls, Montana 59401

RECOMMENDATIONS:

In order for the Indian Culture Master Plan to be relevant, meaningful and effective in meeting its stated goals and objectives, I would like to take this opportunity to present, for your consideration, recommendations which I feel would strengthen our efforts.

1.) Public school counselors, especially those dealing with Native American students be required, the same as public school teachers, to receive mandatory instruction in the uniqueness of Indian culture.

2.) A method of monitoring and/or evaluating of Indian Studies Instructors and materials presently being taught, and/or to be taught in the Public Schools, by Indian Students themselves.

3.) Increase demand for Indian Studies materials, written by Indians, to be placed in Public School libraries.

Public School Counselors must be made more aware of Indian life, culture, history, etc. The counselor comes in more direct, personal contact with students than the average teacher. The attitude of a Counselor, regarding Indians, can be very influencial. Since attitudes or prejudice, racism and discrimination are the results of ignorance, I feel it would be extremely beneficial for the Counselors within the Public School system to have the same opportunities as the teachers to increase their knowledge of Indian people.

Many schools have incorporated the teaching of Indian Studies classes in their curriculum. On the surface, this would appear to be "good", but a closer look discloses the fact that many of these classes, as presently structured, prove extremely detrimental to the Indian image.

I feel that students should be given the opportunity to evaluate the Instructors and choice of material in these courses. The Indian student is the person most directly affected by the structure of Indian Studies courses.

The provision for Indian Studies materials, by Indian authors is sadly omitted by libraries on all levels, including many school libraries.

Selected Excerpts of State-Wide Community Responses to Project Questionnaire:

11. Richard Champoux(Continued)

RECOMMENDATIONS:

(c) There should also be extensive programs on sites, on the reservations of all types of educational programs.

3. Governance

(a) There should be a specialist on Indian education in the Commissioner of Higher Education's Office. Preferably this individual should be an Indian man or woman.

(b) Encourage the Governor to appoint an Indian citizen to the Board of Regents.

4. Educational Policies

(a) Encourage all units to bring pertinent courses to the reservation in other words, any courses that the Indian people feel that they need and they can't go for instance to Missoula, Kalispell or wherever. These courses should be taught on the reservation, either at night, on the weekend or what have you.

(b) Encourage better counseling at reservation schools. You can do this by promoting visitation to the reservation by Higher Education Counselors or by students going to the different units to be advised there.

5. Financing

(a) If there is Indian money to be spent in any of these units whether it be federal money or designated by the Tribal Ruling Bodies, the Indians themselves must be involved in the decision making process as to how this money is to be spent.

(b) Make the schools put up money that we might call good faith in "money" that would match these so called Indian monies. This I think has to be done so that the different units are not promoting programs just simply to get "Indian money." But I also feel that Indian people themselves must put up some monies in again true faith especially where special programs are concerned. Here an example would be the timber program on the Flathead Reservation that is presently supervised by Flathead Valley Community College.

6. Special Subjects

(a) The state should encourage where ever possible that Indians be involved in the educational process at all levels. By that we mean in higher education we should encourage Indian students to become college professors. We should encourage them to become counselors at the vo-tech centers and at the community college. They should be encouraged to go into administration and so forth.

7. Goals and Accountability

(a) Where ever Indian students or Indian money is involved then the unit and the state I feel should be accountable to the Indian

Selected Excerpts of State-Wide Community Responses to Project Questionnaire:

12. Jessie J. Bishop(Continued)

RECOMMENDATIONS:

As a member of the State Library Advisory Council, appointed by Governor Thomas Judge, I have stressed to Council Members the need of an increase of Indian written material to be established and made available to all library users throughout the State of Montana. We need to have available more books by Indians and less about Indians to strengthen our attempts for awareness and sensitivity about our Native American peoples.

13. May E. Selage, Director
School Age Education

Northern Cheyenne Community
Action Program
Lame Deer, Montana 59043

RECOMMENDATIONS:

You asked for some input into the Indian Culture Master Plan. Marjorie Seminole, Community Action Director (Northern Cheyenne Indian) and myself (Non-Indian) put our heads together and we are submitting the following:

In a study such as this we need to start off with the premise that even with our differences in Culture and values, we are all Americans. The study should be set up in such a way that it does not emphasize grievances between races but rather emphasizes a pride in the contributions to each other culture.

There should be compiled according to elementary, high school, and post-secondary reading ability a recommended bibliography of textbooks, pamphlets, fiction, legends, music, records, dances, arts and crafts, and other resources such as filmstrips, tapes and films suitable to the appropriate instructional units.

14. Leo G. Pocha, Director
Helena Indian Alliance

P. O. Box 1196
Helena, Montana 59601

It should be emphasized in the plan the distinct difference in the problems, attitudes, every day living and coping with society of urban Indian children in Montana compared to reservation Indian children.

An Indian child is the product of his parents. It should be understood, this child when entering school, is behaving as his parents before him did. The child shouldn't be blamed for his parents failure.

The problem of being a part Indian child in a urban setting is unique. He is discriminated against by both white and Indian alike.

Selected Excerpts of State-Wide Community Responses to Project Questionnaire:

NAME & TITLE	AFFILIATION & ADDRESS
15. Mrs. Dora Helgeson Fort Belknap Indian Reservation	Lodge Pole Route Dodson, Montana 59524

RECOMMENDATIONS:

There would have to be a member of each distinct tribe to supply information, as we are different in our ways concerning religion, songs, etc.

Should be true facts on each different tribes and probably when all materials are ready to be printed in book form, they should be reviewed by the Indian people who can verify that all the material on their tribe is right, if not then it would have to be corrected before it is printed.

It is very important that Indian people be contacted to help in planning the various courses on their tribes.

16. Virgil A. Clairmont, Member of the Confederated Salish and Kootenai Tribes	Kicking Horse Regional Residential Manpower Center Ronan, Montana 59864

RECOMMENDATIONS:

In response to your inquiry I would like to make the following comments for your consideration.

1. In our school district the Indian language classes start in Jr. High and High School. I feel that they should start these classes in the primary grades because by the time classes are started now, many students are embarrassed by the guttural sounds of the language.

2. Provide whatever assistance necessary, financial or whatever, to get more Indian Instructors in our public schools. Also to make sure the salary is comparable to other teachers by job description other than the glorified certificate system presently in use.

3. The effective date should be reduced by at least 5 years. I can't help but feel that they are hoping that all will be forgotten by the time the deadline arrives. Our children in school at the present time should also be allowed to benefit from this plan. The time is "now", not 10 years from now!

4. It is mandatory that the people from the immediate area are utilized in the school programs. American Indian History, Culture, etc. will be a step in the right direction and is certainly necessary but I feel the present Indian situation, prejudice, alcoholism, water rights, land rights, religious beliefs, etc., should be brought into focus also.

5. Take the necessary steps to insure that communication from the State level does not stop at the school or school board level. It has to reach the concerned local people or educational groups. I feel that this is where it has to happen and they have to be kept currenton everything that will effect the education of their children.

Selected Excerpts of State-Wide Community Responses to Project Questionnaire:

NAME & TITLE	AFFILIATION & ADDRESS
7. K. N. Nordquist, Principal Collins School	P. O. Box 2428 Great Falls, Montana 59401

RECOMMENDATIONS:

I discussed your request for recommendations with the Staff, and it was generally felt that in order to be an effective teacher one must have as wide a range in experience as is possible, which, when teaching in the State of Montana, should include as much background as possible on all Montanans. Naturally, therefore, this should include the study of the Indian culture.

It was further felt that those people who have grown up on an Indian Reservation, or may be those people who have taught on an Indian Reservation for a period of time, be given due consideration in the requirement to obtain a certain number of credits by a certain date.

There was no disagreement, however, with requiring all teachers to have a working knowledge of Montana Indian culture.

Above all, we hope that the educational requirements in the course offerings will be of a realistic nature and appropriate in what is attempting to be done, and not simply a watered down requirement so that institutions can say "we have Indian studies." It is also a concern that the input that is received from the Indian community as well as the other communities consider the psychology of learning and be educationally sound for our youngsters in Montana.

3. Donald E. Swartz Indian Health Service	P. O. Box 2143 Billings, Montana 59103

RECOMMENDATIONS:

The master plan should deal with contemporary Indians as well as historical ones. The use of panels from a cross section of the community for the presentation of topics, junior high; senior high; college; Tribal; parents; teachers; health; educational; and BIA personnel.

In the past Indian educators have not become involved with health conditions in the Indian community. When I check school libraries, there is generally nothing on current health conditions. We cannot expect Indian students to become interested in health careers when health is not a part of their educational experience.

A P P E N D I X D

MONTANA POSTSECONDARY INSTITUTIONS

(1) Agenda: Meeting with Academic Vice Presidents and alternates from the Montana University System
  a. General responses from meeting held

(2) Two Indian Studies Questionnaires sent to all teacher-training institutes.
  a. Responses to questionnaires -- private and public

AGENDA
MEETING WITH
ACADEMIC VICE PRESIDENTS
ON
INDIAN CULTURE MASTER PLAN PROJECT

October 30, 1974

I. Introduction of Ken Harwood, Director and Sherry Matteucci, Administrative Assistant to the Commissioner of Higher Education

II. Basic explanation of the project

III. Discussion by each institutional representative on Indian activities related to teacher training (Reference Commissioner's letter of September 4, 1974)

IV. Discussion of process for implementation of new courses and programs at each institution (Request for a written description at a later date)

V. Discussion of the six objectives listed in House Joint Resolution 60 (Reactions and Interpretations)

VI. Suggestions of individuals on campuses who may be of assistance on the project

VII. Discussion of questionnaire that will be sent out to evaluate current Indian programs

VIII. Discussion of curriculum development and administration, faculty and resource needs, etc.

IX. Implication of the project.

THE MONTANA UNIVERSITY SYSTEM
TWELVE THIRTY-ONE ELEVENTH AVE.
HELENA, MONTANA
59601

COMMISSIONER OF HIGHER EDUCATION

November 15, 1974

MEETING TO DISCUSS INDIAN CULTURE MASTER PLAN WITH ACADEMIC VICE PRESIDENTS

Academic Vice Presidents and other representatives of Indian education programs met on October 30, 1974, in the Conference Room of the Office of the Commissioner of Higher Education. The following were present: Richard Landini and Henrietta Whiteman, U of M; Earl Ringo and Bob Paragoy, MSU; Dale Tash, Western; George Bandy, Northern; Harold McCleave and Terry Wilson, Eastern; Jim Albertson, Montana Tech. Also attending were staff members Lannan and Matteucci and Bill Yellowtail from Department of Public Instruction. Ken Harwood directed the meeting.

The attached agenda served as an informal guideline. Discussion centered around the following topics:

1) Legislation pertinent to the area of Indian education, specifically HJR 60, calling for the Master Plan, HB 746 providing funding for a Master Plan, and HB 343 mandating teacher certification in a course on Indian culture by 1984. It was noted that HJR 60 simply recommends action while HB 343 has the force of law.

2) Implications of legislation. While 343 will be implemented mainly by the Department of Public Instruction, there must be coordination with the Montana University System in providing the training for certification. Therefore, Board of Regents policy will deal with implementation of 343 as well as development of programs to meet recommendations of HJR 60.

3) Content and subject matter of courses to be used to satisfy requirements.

4) Question of whether all units of the system will need to offer the same or equivalent courses or programs.

5) What some schools and private groups and agencies are doing now which they regard as meeting the requirements of the legislation.

6) Question of equivalency of courses and training programs at both the schools, the community level and regarding the in-service training options.

7) Question of certification.

8) Role of the Indian people in formulating, administering, evaluating or otherwise determining the nature of the courses and programs.

9) Necessity for professors and instructors at units of the Montana University System to retain autonomy in determining methods and means of instruction in their courses. Representatives of the units agreed to cooperate in drafting a workable and comprehensive Master Plan.

TO: Academic Vice Presidents

FROM: Ken Harwood, Director
Indian Studies Project

DATE: December 15, 1974

RE: Identification of all current Indian education projects

Enclosed are copies of a questionnaire to be distributed to all individuals on your campus who are involved with any current or potential Indian education projects.

The intent of the questionnaire is to identify any and all programs concerning Indian education in order to accurately project the resources which will be needed to meet the requirements of HJR 60. We wish to determine what programs and projects may be readily adaptable for inclusion in an Indian Culture Master Plan.

We would like to receive responses to this questionnaire prior to January 15, 1975. If you have any questions, please do not hesitate to call me or Sherry Matteucci, ext. 3025, at any time.

THE MONTANA UNIVERSITY SYSTEM
TWELVE THIRTY-ONE ELEVENTH AVE.
HELENA, MONTANA
59601

COMMISSIONER OF HIGHER EDUCATION

December 9, 1974

TO: Academic Vice Presidents

FROM: Sherry Matteucci

RE: Developing "a course of study" which meets the requirements of HB 343 and the recommendations of HJR 60.

You will recall that at the meeting held in the Commissioner's conference room on October 30, we discussed at length methods by which the "course of study" referred to in HB 343 and HJR 60 could be implemented at teacher training institutions in Montana. One of the major concerns is that there be some measure of equivalency built into this course of study between the various institutions. You will also recall that some institutions, specifically University of Montana, have already taken steps to meet the intent of the legislation.

At that meeting it was determined that Ken Harwood, Director of the project, would devise a questionnaire to be sent to you and distributed by you which would give the units an opportunity to coordinate their plans and make recommendations in a relatively standardized form. Such standardization would greatly facilitate the task of formulating a Master Plan that will be flexible enough to include all possible options. Enclosed is the questionnaire that Ken has devised for this purpose.

The Indian Culture Master Plan has been designated the vehicle by which the Board of Regents may make recommendations to all institutions in their jurisdiction regarding a coordinated "course of study" to meet the requirements and intent of the pertinent legislation. Consequently, while each institution should remain relatively autonomous in determining their own curriculum, any academic developments devised concerning the "course of study" should be made in coordination with the Master Plan.

If you have any questions concerning the questionnaire, or anything else relative to the project, please feel free to call me.

We would appreciate your response to this questionnaire by January 15, 1975. Thank you.

APPENDIX D

ESPONSES TO INDIAN STUDIES QUESTIONNAIRE SENT TO ACADEMIC INSTITUTIONS:

The intent of this questionnaire is to determine current and potential Indian udies programs at teacher-training institutions in Montana as requested in House int Resolution 60 concerning Indian education which was passed during the 1973 gislative session.

Describe any and all programs at your institution which deal with Indian ucation, whether from the standpoint of training Native Americans or educating hers to the unique problems common to Native Americans. Include information on veloping or projected programs. Please use the following guidelines in describing ograms:

Title of Program or project:

UM	- Native American Studies Program
MSU	- Native American Studies Program
WMC	- Native American Studies Program
EMC	- Native American Studies Program
NMC	- Rocky Boy's Career Opportunities Program
CGF	- Indian Curriculum Research
	Indian Structured Teacher Education Program
	Landless Indian Education Program
CARROLL	- Planning Study: A Year of Systematic Evaluation of Carroll's Resources as They Might Apply to Native American Programs
	Summer Workshop: "Indian Focus"

Director's Name and Address

UM	- Henrietta Whiteman, Native American Studies, University of Montana, 730 Eddy Avenue, Missoula, Montana 59801
MSU	- Robert Peregoy, Acting Coordinator, Native American Studies, CLOB, 2-K13, Montana State University, Bozeman, Montana 59715
WMC	- No Response
EMC	- Dr. Terry Wilson, Coordinator of Indian Culture, LA 408 - Eastern Montana College, Billings, Montana 59101
NMC	- Dr. Lee Spuhler, Dean, Education Division, Northern Montana College, Havre, Montana 59501
CGF	- George Horse Capture, College of Great Falls, Great Falls, Montana
	Darryl Gray, Montana United Scholarship Services
CARROLL	- To be hired
	Lois McBride, c/o Mrs. Jeske, Carroll College, Helena, Montana 59601

3. Statement of goals:

UM - See Attachment I

MSU - To supplement the growth and development of the student services
To provide a comprehensive offering of courses of special interest t
Native Americans
To establish teacher and counselor training programs geared towards
needs of Native Americans at the graduate and undergraduate level
To develop a research and community service unit in Native American
Studies

WMC - No Response

EMC - To provide an academic area of concern involved with Native Americar
Studies in order to preserve Montana's most numerous ethnic group's
cultural identity

CGF - To gather and develop materials, particularly pertaining to Montana
tribes, which can be used for instruction in Indian education at
school and college levels

Establish a means of intervention in the locking-out processes
which have kept Indians out of the ranks of certified teachers.
Establish an alternative route to the preparation of Indian
teachers

CARROLL - The goal of the planning program is to study the existing programs
and resources of Carroll in an effort to formulate a course of
action to be implemented during and after the study. Following an
investigation of Carroll's potential, a program will be developed,
integrated and implemented.

To study the politics and philosophy of the Nez Perce tribe as
representative of other Northwest Indian cultures; Focus on history
of 19th century Indian and United States relations; Concept of the
land as sacred; Understanding this concept as background for
contemporary Indian affairs.

4. List of objectives:

UM - See Attachment I

MSU - To develop peer counseling and career oriented programs addressing
the educational needs of Native American students; to develop
teaching options in American Indian Education; to develop courses
with significant input from Native peoples in the community; to
develop a course of study to meet HB 343 and HJR 60.

WMC - No Response

EMC - To offer a multidisciplinary series of courses in Native American
Sutdies, and to offer academic and education minors in Native
American Studies

NMC - No Response

C of GF - Evolving

To prepare 18 LIEP and 11 ISTEP teachers for certifiability;
To model the role of Indian teacher in District #1 Great Falls
classrooms as teacher aides.

4. List of objectives: (continued)

CARROLL - Hire a Native American director, totally familiarize him with Carroll's academic programs, philosophy, student life etc., design program consistent with overall Carroll programs and legislation regarding Native American programs, and begin implementation of program immediately.

Assist students in understanding humanism, basic humanistic concepts relating to a philosophy of man; develop a workshop that can be useful to educators desirous of incorporating Indian studies into their backgrounds; provide a means for students to meet the requirements of HB 343 and HJR 60.

5. Identify faculty and other personnel working on project (Indian, non-Indian):

UM - Henrietta Whiteman, Director and Assistant Professor, Native American Studies (Indian)
Robert J. Swan, Assistant Director-Counselor/Advisor-Lecturer, Native American Studies (Indian)
Gary Niles Kimble, Assistant Professor, Native American Studies (Indian)
Rosella Redwolf Covington, Project Director, Native American Cultural Institute and Instructor, Native American Studies (Indian)
Raymond Carlisle, Project Director, Self-Determination Through Education, (non-Indian)
Marjorie Bear Don't Walk, Project Director, Indian Careers in Health (Indian)
Jerry Lankford, Field Coordinator, Native American Cultural Institute (Indian)
Thomas T. Lankford, Assistant Project Director, Self-Determination Through Education (Indian)
Judi Ragar, Assistant Project Director, Indian Careers in Health (non-Indian)

MSU - Robert Peregoy (Flathead), Ray Spang (N. Cheyenne), John Sunchild (Rocy Boy), Dan Voyich, Ed Barry, Earl Ringo, John Kohl, Gerald Sullivan, Henry Worrest, Richard Landis, Bob Thibeault, Tom Wessell, Angie Parsons, Frank Newman

WMC - No Response

EMC - Dr. Terry Wilson (Indian); Mr. Dale Old Horn (Indian); Dr. Hap Gilliland, Dr. Benedict J. Surwill, Dr. Robert Rodney, Dr. Walter B. Gulick, Dr. Marvin Bulgatz, Mr. Allan J. Clark, Mr. Thomas A. Thompson (Indian)

NMC - Dr. Pitt-Science; Dr. Lane, Dr. Holmes, Mr. Vanderpool, Dr. Peterson, Dr. Dolman-History & Social Science; Dr. Melling, Mr. Beaver, Dr. Tierney, Dr. Hunt, Mr. Callahan, Dr. Schwartz-Education; Mr. Thackeray, Mrs. Courchene-English; Mr. Smith, Dr. DeLong-Mathematics; Mr. Brownson-Art; Mr. Varnum-Music

C of GF - George Horse Capture (Indian, Gros Ventre

Duane Schindler (Indian), Virginia Allery (Indian)

5. Identify faculty and other personnel working on project (Indian, non-Indian): (continued)

CARROLL - Director (to be hired); Father O'Donnell, Academic Dean; Mrs. Jeske, Faculty Member; Mr. Bartholome, Registrar; Mr. Oberweiser, Advisor

Lois McBride, Director; Mary Jeske, Consultant; Jack Oberweiser Budget Consultant

6. Description of activities leading to objectives:

UM - See Attachment I

MSU - Establishment of peer counseling program and class in the College of Education, writing proposals and meeting with academic committees at MSU, starting internship in financial aids office; developing health careers program at MSU, developing Indian education proposals for teacher education and taking care of appropriate groundwork at MSU to assure implementation once the program is funded; establish classes on Indian education and history of federal Indian policy.

WMC - No Response

EMC - The Indian Education Committee devised the general plan for a Native American Studies academic minor and the appropriate instructors were responsible for individual courses. The new courses and minor were approved through the Academic Council and forwarded to the Board of Regents for final approval.

NMC - Classes are conducted at the Rocky Boy's School and on the Northern Montana College campus.

C of GF - Contact with Indian people on and off reservations, agencies, other researchers and library resources

The College of Great Falls provides course work for the teacher education programs.

CARROLL - Initial meetings with department heads in whose areas courses might be introduced; dialog with Indian leadership throughout the state, particularly Indian educators in high schools; develop course offerings, and special programs consistent with input received.

Lecture presentations; trip to Big Hole Battlefield; consultant presentations.

7. Identify all resources available to program:

UM - Native American Studies course offerings are described in the NAS brochure as well as the academic; financial and personal counseling services provided members of the Kyi-Yo Indian Club/the Native American student body; the scholarship fund of the Indian Careers in Health Project. Additionally there are library and audiovisual resources available through the parent institution, the University of Montana.

MSU - All resources available are funded as provided by MSU

WMC - No Response

7. Identify all resources available to program: (continued)

EMC - Eastern Montana library, Native American Studies project library, Indian resource persons from Billings and nearby reservations, Crow and Northern Cheyenne

NMC - All pertinent facilities and labs at Northern Montana College, pertinent facilities at Rocky Boy's School, Northern Montana College faculty.

C of GF - Resources readily available are limited, primarily some travel funds

Entire faculty and program of College of Great Falls

CARROLL - Academic programs and faculty of Carroll; relationships with high school counselors (Browning, Lodge Grass, Brockton, Frazer, Box Elder), close contact with office of Indian Education, regular dialog with director of Indian Master Plan, location of Carroll in Capital City, Indian part-time faculty (Gary Kimbal, Lois McBride)

Carroll Campus, faculty, director, local community consultant help, access to sacred land

8. What group or groups constitute the target population for the project:

UM - The general University of Montana student body and the Native American communities of Montana and the contiguous areas.

MSU - Montana Native Americans with a desire to teach and/or who are teachers for the graduate and undergraduate programs, MSU Native American students and teacher candidates for the others.

WMC - No Response

EMC - The entire student body of Eastern Montana College

NMC - Ultimately the Rocky Boy's children. Directly the Indian people who are teacher trainees.

C of GF - Indian students, various levels

About 30 Indian adults, prospective teachers

CARROLL - Any and all Native American students who demonstrate potential for higher education. Educators who, in accord with HB 343 and HJR 60, want to strengthen their background in Indian studies;

Indian high school students with aptitude and ability to study courses related to health fields.

9. Sources of financial support (State, Federal, Foundation, etc.):

UM - State and Federal agencies and private foundations. See Attachment I for funding sources for each of the related projects. Native American Studies per se is funded by the State of Montana.

MSU - State funds only at present

WMC - No Response

EMC - State of Montana

9. Sources of financial support (State, Federal, Foundation, etc.): (continued)

NMC - Federal funding for C.O.P. program
C of GF - Title III Federal

Federal funds, specifics may be obtainable from Darryl Gray
CARROLL - Foundation and College supported

Carroll College summer school program

10. Amount of funding for project:

UM - The total amount of funding for Native American Studies and its projects are itemized on the attached Financial Statement covering the period "July 1, 1974 - June 30, 1975". The total funding amounts to $267,605.
MSU - $40,000
WMC - No Response
EMC - $48,500.00 yearly
NMC - $11,000 Rocky Boy's to NMC for 1974-75 academic year.
C of GF - Salary and limited travel funds

Obtainable from Darryl Gray
CARROLL - $50,000 to $75,000

$600 - $1,000

11. Timetable for project (permanent? one year? etc.)

UM - Native American Studies is a permanent program of the University of Montana insofar as monies are allocated to NAS annually. The projects under the administrative direction of NAS--the Native American Cultural Institute, Indian Careers in Health, and Self-Determination Through Education are funded on a yearly basis.
MSU - Permanent
WMC - No Response
EMC - Permanent program
NMC - Federal funding expires June 30, 1975
C of GF - One year at a time, possibly renewable for one additional year

Projected for four years from fall, 1973
CARROLL - One year

Two week workshop

12. Administrative relationship of project to institution:

UM - The academic program is a part of the College of Arts and Sciences and the Director reports to the Dean of the College
MSU - Presently under the Center for Intercultural Programs within the College of Letters and Science
WMC - No Response

12. Administrative relationship of project to institution: (Continued)

EMC - The Coordinator of Indian Culture serves directly under the Academic Vice President. The Coordinator is responsible for the direction of the Native American Studies academic project. He also chairs the Indian Education Committee which has responsibility for the development of Indian-related education on campus and whose membership is chosen from the academic community including administration, faculty and students.

NMC - Rocky Boy receives federal grant-contracts with Northern Montana College for services.

C of GF - No Response

Contracted educational services, including hiring on College faculty of two Indian instructors, as adjunct faculty

CARROLL - New program to be housed under existing departments according to course content (i.e. Indian history, art, philosophy, etc.) with academic dean in control of final implementation

Bill Huber, Director of summer school program - reports directly to college president; Lois McBride, Director of Workshop - reports to Bill Huber

13. Identify person(s) having ultimate line responsibility and authority for project:

UM - Assistant Professor Henrietta Whiteman

MSU - Robert Peregoy, Dr. Richard Landis, Dr. Irving Dayton, Dr. Carl McIntosh

WMC - No Response

EMC - Dr. Stanley Heywood, President of Eastern Montana College, Dr. Harold McCleave, Academic Vice President, Dr. Terry Wilson, Coordinator of Indian Culture

NMC - At Rocky Boy's - Gerald Gray, Superintendent At Northern Montana College - Dr. Lee Spuhler, Dean of Teacher Education Division

C of GF - George Horse Capture is a member of the Education Department, Harold Anderson is Chairman of the Education Department, Frank DiRocco is Academic Dean

Darryl Gray

CARROLL - Father O'Donnell as Academic Dean reports directly to President

Lois McBride, Director

14. Give an evaluation of program's strengths and weaknesses (As you see it):

UM - Weaknesses: insufficient faculty FTE and financial commitment from the state.
Strengths: Broad community, state, and university support for program concept plus strong student involvment

MSU - Weaknesses: At present, federal requirements are quite unrealistic. Trainees must work full time and carry full college load.
Strengths: Provides Indian teacher role models for Indian children, prepares teachers who understand the culture and heritage, will reduce teacher turnover in Rocky Boy's school.

14. Give an evaluation of program's strengths and weaknesses (As you see it): (Continued)

WMC - No Response

EMC - The Native American Studies program has two qualified Indian instructors and the firm support of the college administration. It seeks to offer the large variety of courses which is necessary to any comprehensive ethnic studies program. Its major weakness derives from the nature of Indian studies; there are so many facets of the Indian scene that it is impossible to adequately cover them all. Additional faculty would be a tremendous help in making our academic area more comprehensive.

NMC - Weaknesses: At present, federal requirements are quite unrealistic. Trainees must work full time and carry full college load.
Strengths: Provides Indian teacher role models for Indian children, prepares teachers who understand the culture and heritage, will reduce teacher turnover in Rocky Boy's School.

C of GF - Limited funds for carrying out imaginative projects.
Weaknesses: Some question of evenly continued funding
Strengths: Nearly all-Indian effort; flexibility of College program adapting to needs of students and purposes of project; high quality of instructional and administrative personnel; design of project is basical excellent.

CARROLL - Opportunity to do a thorough investigation of the total potential of Carroll College relating to the development and implementation of Indian Studies courses and programs. This can be done with the continued support and consultant aid of the Helena Indian community as well as reservation contact people. Again, there is a postponement of specific and immediate action.

Two week workshop enabling teachers and interested students to participate without giving up an entire semester or quarter of regular work. The shortness of time may, however, prevent an in-depth study.

15. Describe program's inter-relationship to teacher training:

UM - Provides basic courses in Native American studies which can be used by teachers and forms the core of a Native American Studies teaching minor in the School of Education.

MSU - We are centrally tied into teacher training. The acting coordinator has a part-time appointment in the College of Education and is incorporating classes there for HJR 60 and HB 343, as well as developing peer counseling classes, and developing Indian teacher training proposals.

WMC - No Response

EMC - Two of the new NAS courses being offered bear dual NAS - Education prefixes due to their subject content. In addition one other course is offered by the School of Education, "Teaching the Indian to Read." We are presently devising a Teacher Education Minor in NAS.

NMC - Directly related to teacher training. This is what the program is all about.

15. Describe program's inter-relationship to teacher training: (Continued)

C of GF - Materials gathered by Mr. Horse Capture may be built into Teacher Education curriculum both pre-service and in-service.

The essence of the project is preparation of pre-service Indian teachers in a unique and relevant program.

CARROLL - The program would provide for the development of courses to be used in the education department, and would satisfy teacher certification requirements as they are developed in accord with HB 343 and HJR 60.

Teachers attending the workshop will hopefully become exposed to American Indian philosophical/religious values and political concepts, and be able to view those values and concepts as viable parts of Indian and non-Indian structures.

16. Identify non-institutional personnel who are involved in Indian education projects (community, consultants, etc.)

UM - Examples of consultants: Larry George, Geraldine Belgard, Gerald Slater, Bert Corcoran, Earl Barlow, Bob Parsley, Bill Yellowtail, Art McDonald, Patricia Locke, John Woodenlegs, Larry Parker, Joe Little Coyote, Eric LaPointe, Joe Sando, Joe McDonald, Neal Parsons, Ray Gone, etc.

MSU - Ray Spang, John Sunchild, among many members on the Indian Culture Master Plan Advisory Board

WMC - No Response

EMC - None on a full time basis; however, the following have been involved on a part time instance: Mr. Godfrey Broken Rope, Mr. Gerals Harlin, Mr. Lloyd G. Old Coyote, Mr. Henry Old Horn and Mr. Henry D. Old Coyote

NMC - The Indian people and the school personnel on Rocky Boy Reservation

C of GF - A considerable number of consultants, Indian and non-Indian have been brought in and more are planned.

CARROLL - Lois McBride, Herman Bear Comes Out, Ken Harwood, Bob Parsley, Bill Yellowtail, John Arlee, Teresa Hanway, Stan Juneau, Don Douglas, Eldon Chapmin

TENTATIVE: Joseph Brown, Frank Lamere, Michael Joseph Raymond, John Arlee

NATIVE AMERICAN STUDIES PROGRA
UNIVERSITY OF MONTANA

MISSOULA, MONTANA 59801 • 730 EDDY STREET • PHONE 243-5831

February 25, 1975

Kenneth G. Harwood
Director
Indian Studies Project
1231 Eleventh Avenue
Helena, MT 59601

Dear Mr. Harwood:

In response to your request regarding the Indian Culture Master Plan, the Curriculum Committee of Native American Studies feels that a complete reply to your request would be premature at present.

The Native American Studies is being comprehensively analyzed by an Ad-Hoc Committee of the Faculty Senate in order that the Faculty Senate may make conclusions with Indian input to what nature, character, and goals of Native American Studies should be.

In response to Number 1: Providing teacher-training institutions in Montana with adequate resources to prepare teachers to understand the history, culture, sociology, and values of American Indians as seen by Indians.

To fulfill this need, the Native American Studies Curriculum Committee foresees an expanded faculty; expanded facilities, including increased office space; an expanded curriculum, which includes the need for graduate study (graduate credit) and perhaps a Native American Studies major; an expansion of library acquisitions, including audio-visual aides, research materials, etc.; providing teaching assistantships; expanding out-of-state fee waivers to include those Indian students from cultures different than those in the Montana area; increasing the financial support of the program which would include an increased capital equipment budget, clerical support, travel, supplies, and the absorption of HB 746/Faculty Position into the budget; and conducting a research component which would partly include reservation documents, historical information and services to be provided to reservations.

In response to Number 2: Providing in-service training, planned in consultation with Indian people, for those teachers who cannot return to an institution of higher education for formal courses in Indian studies.

The Native American Studies Curriculum Committee sees the absorption of financial support of teaching in-service through the Native American Culture

Institute. NOTE: We believe that to maintain academic integrity, "advice and consent of Indian people" shall mean in-University Indians.

Rationale: The University of Montana's Native American Studies Program is the only viable academic program in the State of Montana. We should take the lead in offering graduate courses to teachers required by HB 343. Our program should also be flexible enough to meet the needs of all students, with Seminar repeatable to 16 credits and Independent Study repeatable to nine credits, it would be possible for a graduate student to receive 29 hours for graduate work in Native American Studies. In conclusion, because of the lack of commitment of state funds to provide adequate staff, we see on-site in-service training as not a feasible alternative as yet.

In response to Number 3: Providing means by which all public school teachers in Montana may, within ten (10) years of the adoption of this resolution, receive training in Indian studies as directed in this resolution.

In summary, to provide University credit taught by Indians and developed with the advice and consent of In-University Indians. We feel the answer to this is a restatement of the first two points.

In response to Number 4: Providing all public schools in Montana, within ten (10) years, with a program of study that includes American Indian history, culture, sociology, and values as seen by Indians.

No comment, because we would not like to influence the University or state process of formulating alternatives. When the State or University has its alternatives drafted, we will provide specific input.

In response to Number 5: Providing a means by which qualifications for teacher certification may include, within ten (10) years, adequate training in Indian studies to prepare the certified teacher to understand the unique background of his or her Indian students.

Our answer is the same as Number 3, dependent upon state legislation and the adoption of a curriculum in the Master Plan.

In response to Number 6: Providing a means by which Indian people may be utilized in the preparation and presentation of the courses planned under the guidelines of this resolution.

To hire Indian faculty, faculty selection should be based on knowledge in a specific area as compared to present academic selection lines, i.e., eminent persons. Also, to utilize reservation and off-reservation community people in the relevant course material. Specifically, an increased budget to bring in eminent persons.

Sincerely,

Henri

Henrietta Whiteman
Director

RJC/cc

Eastern Montana College
BILLINGS, MONTANA 59101

Office of Coordinator
Indian Culture

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March 10, 1975

Ken Harwood, Director
Indian Studies Project
1231 11th Avenue
Helena, Mt. 59601

Dear Ken,

Enclosed you will find a lengthy statement we wished to file with your office concerning Eastern Montana College's thinking on the Indian Culture Master Plan. Although it is signed by Dale and I it represents the overwhelming majority opinion of the campus Indian Education Committee. Perhaps it comes too late to have any affect on the formation of the Plan, however, we felt it necessary to air our viewpoint.

We are looking forward to seeing you at the next board meeting.

Sincerely,

Terry Wilson

Terry Wilson
Coordinator of Indian Culture

TW/dlm

Enc.

RECOMMENDATIONS CONCERNING THE INDIAN CULTURE MASTER PLAN

Perhaps the key to any success the proposed Indian Culture Master Plan may ave will be predicated on the degree to which it recognizes its limitations and arameters. In this era of extensive legislation aimed at intensive social re- orm and basic restructuring of societal norms any addition to public law of a imilar nature should be weighed carefully. Not only should the possible short- ange and long-range ramifications be duly considered, but the truth of an old ictum, "politics is the art of the possible", should also be perceived.

The Indian Culture Master Plan is attempting to implement through specific ction programs a rather nebulous statement of the Montana constitution which eads: "The state recognizes the distinct and unique cultural heritage of the nerican Indians and is committed in its educational goals to the preservation f their cultural integrity." Despite the fact that the state legislature has nacted specific bills and is contemplating the passage of additional legislation elated to this constitutional resolve, it would be a gross error to assume a tatewide acceptance of the principles expressed in the new and proposed Indian ducation acts much less their specific goals.

Recent social history of the United States offers numerous examples of good- ntentioned legislation that failed to achieve its planners' and supporters' xpectations. In 1919 when the decision was made to prohibit the sale or posses- on of alcoholic beverages there was little doubt that excessive drinking and coholism were expensive, wasteful and generally undesirable social phenomena. fter a decade of futile attempts at curbing the flow of liquor and its attendant ils the government abandoned its well-intentioned goal of changing American rinking habits through restrictive legislation. More closely parallel to the bstance of the Indian Culture Master Plan question is the case of school

integration during the last thirty years. A clear majority of educators, psychologists, sociologists and humanitarians applauded the wisdom and justice of the U. S. Supreme Court in reversing the "separate but equal" doctrine long applied to multiracial education. Yet the furor over integrated schools has shown no signs of disappearing; indeed, the attendant issue of busing to achieve integration continues to provoke controversy and violence in many geographic locations. It is also worth noting that integrated schools are scarcely an accepted fact today; the latest figures, according to TIME news magazine, indicate that 49 per cent of schools in the northern half of the United States remain segregated.

The just mentioned historical examples are not cited to discourage proponents of the Indian Culture Master Plan or to suggest that the proposed and enacted legislation concerning Indian education is futile and destined to failure. These cases along with another mentioned later in this recommendation, are recalled to dramatize and reinforce the necessity of remembering "the art of the possible" in the sensitive area of social legislation. As American Indians and appointed members of the board of the Master Plan we sympathize and approve of the intent of the Plan's six expressed objectives. However, as academicians and instructors who will be called upon to help translate the Master Plan's goals into programs of study we feel that it is incumbent for us to recommend restraint and forbearance in the implementation of those goals.

The six specific objectives enumerated in House Joint Resolution 60 include providing Montana teacher-training institutions with resources to prepare teachers to understand the history, culture and values of American Indians; provide in-service training for those teachers unable to return to college for formal courses; provide all public school teachers training in Indian studies within ten years; provide all public schools with a program of Indian studies within ten years; provide a means by which qualifications for teacher certification may include

dian studies training within ten years; and provide a means by which Indian
ople may be utilized in the preparation and presentation of the courses of
tive American studies. These goals with the possible exception of the teacher
rtification plan are easily identifiable as desirable, however, two determina-
ons must be made if they are to be achieved: the overall and underlying motive
the objectives must be identified and the precise manner in which they are
t must be concluded.

Actually the motivation and implementation of the Indian Culture Master Plan
e inextricably intertwined. The Master Plan wants to prepare public school
achers to inculcate a knowledge of and sensitivity to the past and present
erican Indian life style so that they may in turn instruct their students (and,
us eventually the entire Montana population) in their acquired information in
e hope that the state's majority culture will accord the Indian a respect and
gnity he has not enjoyed in the past. As this entire process involves correcting
aditional stereotypes and breaking down racial walls the ways in which the
ster Plan works will largely determine its efficacy. If the programs of study
d teacher training are done in a punitive spirit, overzealously presented as
triumphant victory by a jubilant minority group, the entire process will lose
ch of its impact, if not its major thrust.

Three societal groups will be primarily affected by the Indian Culture Master
an: the academic community of higher education, public school teachers (or
ose training for such positions), and public school students. All aspects of
e Plan should reflect a cognizance of these groups' probable reactions to the
w legislation. At the onset there is a natural psychological barrier erected
most persons when confronted with added requirements to their educational
ograms. This psychological handicap is heightened in this case by the fact
at academicians generally oppose legislative-directed curriculum on principle.

Campus instructors will be still further irritated if that curriculum is devised and developed by individuals and groups who will not actually present courses in the classroom since such a schematic arrangement would seem to violate that very sensitive concern of academic freedom.

For the reasons just mentioned and because the Master Plan's initial implementation will take place at Montana's institutions of higher learning we urge careful consideration of the means by which the suggested teacher training program is brought to the college campus. After attanding several meetings concerning the Master Plan, and especially the January, 1975 advisory board meeting in Great Falls, we must express misgivings about some fo the implementation procedures which seemed to have gained general acceptance. The question of the precise number of credits and courses to be established as the minimum requirement to satisfy the stipulation of "a course of study" in Indian Studies for future teachers was answered by a wide variety of answers. Proposals for a credit requirement ranged from three to twelve and from one to four courses. The argument in favor of a maximum of courses and credit hours of instruction was based on the belief that they would be necessary to adequately present the history, culture, sociology, and values of the American Indian. Our own reply is that a three (3) credit or four (4) credit course be established as the minimum requirement. While it is true that only a limited amount of knowledge about a complex subject could be imparted within the confines of a single course, we believe that the basic elements could be adequately presented and explained.

In addition several positive advantages would accrue from a one course requirement. It appears from the Master Plan meetings that a consensus exists on the importance of having Indian people as instructors for the proposed teacher training courses. The existing Indian studies program staffs at Montana colleges and universities would have to be augmented dramatically to provide sufficient

bers of instructors to offer more than one required course for all education ors. Indeed, some schools will be hard pressed to offer a single course with- additional staff or else allowing undesirably large sections to be initiated. ther the legislature will vote the funding of new positions is at best prob- atical, particularly in view of the current economic climate, thus we submit t a multiple course requirement might be extremely difficult to finance.

On many campuses education majors face a large number of required courses graduation and are allowed only a small number of electives. The addition another requirement at the expense of their already shrunken electives total l probably not be especially popular. If the additional requirement comes the form of multiple courses a formidable resistance to learning might well the result. Anyone who has taught required courses in any academic field is iliar with the difference between student attitudes in elective course classes required. Why make an already difficult teaching experience harder by adopt- an unrealistic credit requirement?

The answer to those who demand a multiple course requirement as necessary impart adequate training can be made easily. If the instructor responsible the initial class inspires his students with a desire for additional know- ge then a choice can be made from among several advanced course offerings. se in the class left uninspired or uninterested will likely be just as apa- tic in a second required course. Why not take advantage of psychological lity and try to gain more adherents to the sensitizing goal of the Indian rse of study by setting a minimum requirement of an appealing and appetizing ect to inspire further self-motivated interest?

If it is accepted that the instructor's skill will largely determine the imate success or failure of the teacher-training course of study then his husiasm for teaching the course should be carefully stimulated. The Master

Plan's objectives include utilizing Indian people to prepare and present courses. At several meetings various persons have noted that some reservations have already compiled lists of "acceptable" books and other learning materials to be used by college instructors. Suggestions have been made to organize an all-Indian statewide committee which would serve as a watchdog group to the college and university courses of Indian study. There has even been a proposal that a comprehensive, standardized syllabus be adopted. All of these ideas are repugnant to the concept of academic freedom. Each instructor has the right, and presumably the expertise, to choose his own source materials and devise his own course of study within the broad curriculum guidelines expressed in the Master Plan. While there is nothing intrinsically wrong with reading lists, suggested syllabi, and educational boards there is a clear violation of academic freedom when such are made mandatory. We propose that instructors be encouraged to consult materials gathered by Indian persons and groups, however, use of these compilations or suggestions by any board should in no way be considered for mandatory use by instructors.

Since we have already expressed a case against directed curriculum it would be contradictory to propose specifics. However, instructors should try to include a basic over-all synthesis of Indian history and culture on the national and international scale. Naturally the major emphasis will be on Montana Indian Groups but attention should be paid the Indian scene outside the state's boundaries. The most important concern of the Indian Culture Master Plan must be devising a coherent and acceptable series of programs guarding against any excesses of chauvinistic ethnocentrism.

Dr. Terry Wilson

Coordinator of Indian Culture
Eastern Montana College

Mr. Dale Old Horn

Instructor of Native American Studies
Eastern Montana College

/dlm

PONSES TO QUESTIONNAIRE:

DEVELOPMENT OF MINIMUM STANDARDS WHICH WOULD FULFILL THE LEGISLATIVE INTENT OF HJR 60

If you have begun developing a "course of study" please answer the following:

A. Proposed number of academic units_____quarter_____semester_____.

UM	- NAS 240 or 242 & NAS 300	7	-	-
MSU	-	6	-	-
WMC	- No Response	-	-	-
EMC	-	3	-	-
NMC	-	-	4 or 5	
CGF	-	-	-	20

Proposed minor in "Indian Studies" and proposed minor in "Indian Education".

CARROLL - No Response

B. Proposed number of semesters or quarters to be offered

UM	- 2
MSU	- Variable each quarter
WMC	- No Response
EMC	- 1
NMC	- Quarterly
ROCKY MTN.	- 2
CGF	- 4
CARROLL	- No Response

C. Proposed number of faculty and departments to be involved and explanation of academic arrangements (i.e., Indian Studies, education schools, etc.). Please explain:

UM	- Native American Studies; one faculty per course under present staffing conditions.
MSU	- Add Robert Peregoy, American Indian Studies Program, and the College of Education.
WMC	- No Response
EMC	- The course will carry a dual prefix, NA/ED, to indicate its dual nature, a liberal arts-oriented course required for education majors. It will originate from the Native American Studies department which currently has two instructors.
NMC	- Faculty in Education and Social Science departments
ROCKY MTN.	- Handled through center for Indian Studies under Title IV - Responsible to Academic Dean - four sites - three Indian and one black coordinator
CGF	- 7 faculty members. Departments involved: Political Science, Sociology, English and Education.
CARROLL	- No Response

D. Proposed number of hours per week:

UM - 3 credit hours for NAS 240 or 242; 4 credit hours for NAS 300.
MSU - 3 hours average
WMC - No Response
EMC - Variable
NMC - Variable

ROCKY MTN. - Workshop format
CGF - None
CARROLL - No Response

D-1. Lecture___ 2. Seminar___ 3. Lab___ 4. Field Work___ 5. Other___

	Lecture	Seminar	Lab	Field Work	Other
UM	x	-	-	x	group discussions, research, consultants, panel presentations, audio-visual aids
MSU	2-3	2-4	1	1-6	to be arranged
WMC	No Response		-	-	-
EMC	1	1	-	-	1
NMC	1	1	1	1	-
ROCKY MTN.	-	-	-	x	Projects
CGF	4	-	-	2	-
CARROLL	No Response		-	-	-

II. Briefly describe suggested content for a "course of study". Include suggested course levels (upper or lower division, graduate, extension, etc.)

UM -
MSU -
WMC - No Response
EMC - The course will be at the freshman-sophomore level usually; however, provision will be made to offer a more sophisticated course for extension and graduate level needs.
NMC - Undetermined

ROCKY MTN. - See enclosed abstract -
CGF - 1.S/Hist. 106; 1.S/Soc. 212; 1.S/Eng. 213; 1.S/Ed. 315; 1.S/Soc. 452; 1.S/Educ.473; 1.S/Pol. Sci./C.J. 346.
CARROLL - No Response

A. What prerequisites, if any, should apply?

UM - NAS 240 or 242 are the prerequisites to NAS 300.
MSU - Prerequisites for Reservation Economic Development will be History of Federal Indian Policy. All others will be noted by consent of instructor, where necessary.

A. What prerequisites, if any, should apply? (cont.)

WMC - No Response
EMC - None
NMC - Possibly junior standing

ROCKY MTN. - None
CGF - None
CARROLL - No Response

Give an example of the type of student work which might be required in this "course of study." For example, special projects, comprehensive term papers, oral presentations, field work, etc.):

UM - Field work on reservations, research on term papers and for panel presentations, development of a teaching unit dealing with some aspect of Native American culture, such as history, ethics, traditions, customs, values, beliefs, and contemporary affairs; and examinations.

MSU - Reading assigned books, special research projects, term papers, oral presentations, classroom discussion on a daily basis, field work and internships.

WMC - No Response

EMC - Any course of study of this type should be chiefly concerned with familiarizing the student with the basic ethnicity of the minority group involved. This process should include actual physical propinquity with Indians, preferably in several situations. Certainly audio-visual materials and special consultants should plan a part in the classroom presentations. Naturally students will have an opportunity to respond through classroom discussions and written material.

NMC - Field work, projects and oral presentations.

ROCKY MTN. - Curriculum materials prepared by workshop participants --

CGF - The study will consist of more than one course of study, such as: Survey of American Indian History; Culture and Tradition of Montana Indians; Literature of American Indians; American Indian Education' Field Work in Indian Studies; Practicum in Indian Education; American Indian Government and Law.

CARROLL - No Response

What are the credentials which might be recommended for those involved in presenting this "course of study"? (Professor, instructors, consultants, etc.)

UM - Regularly employed University faculty should preferably hold a Master's degree and must have a minimum of a baccalaureate degree and be a Native American with extensive knowledge of history, ethics, traditions, customs, values, beliefs, and contemporary affairs. Consultants must be Native American with extensive knowledge of the above general areas specified in the legislation - House Bill 343.

IV. What are the credentials which might be recommended for those involved in presenti this "course of study"? (Professor, instructors, consultants, etc.) (cont.)

MSU - Credentials should reflect competent educational background and employment history for those involved in the on-campus presentati effort. Credentials of consultants, particularly reservation residents and resource people, will include a history of tribal involvement in the areas of education, etc.

WMC - No Response

EMC - If possible the primary instructor should be of American Indian descent and Native American consultants can surely be utilized advantageously. However, a course of study which has as its object the sensitizing of non-Indian people to the Indian lifestyle, values, history, etc. should be especially sensitive to the pitfall of ethnocentricity. It should not be assumed that any Indian individual could serve as an instructor, a person with the highest appropriate academic credentials available should be used.

NMC - Faculty members and Native American consultants

ROCKY MTN. - Should be good teachers - preferably with significant experience in minority activities

CGF - Qualified to teach at the college level and having knowledge and expertise in the specific areas -- supporting evidence and documentation.

CARROLL - No Response

V. What developing a syllabus or plan for this "course of study", how do you anticipate including basic input from Indian people as requested by the legislation:

UM - The instructor be Native American with input from the Native American Studies Curriculum Committee. Input will also come from continual contact with Native American communities and with involvement in Native American programs.

MSU - Through personal contact and advice, written questionnaires, and where possible, as paid consultants from reservation and urban Indian education committee members and local community leaders.

WMC - No Response

EMC - Both of the instructors responsible for devising the course of study at Eastern Montana College are Native Americans. In addition they are consulting members of several Montana tribes personally and through written works.

NMC - Advisory Committee and Native American faculty at other units.

ROCKY MTN. -

CGF - At the College of Great Falls we have employed 3 faculty administrators who are Native Americans and we have worked closely with Indian Tribal Council.

CARROLL - No Response

What special insights, cultural experiences, academic background, etc., should a person have in making presentations on this proposed "course of study"?

UM - 1) Be Native American with reservation or Indian community experience.
2) Understanding of the legislation recognizing the heritage of Indian people.
3) Knowledge about present and historical affairs of the Native American.
4) Understanding of the impact of the course, both on the University System and the persons affected by the course.

MSU - A person should be sensitive to the unique needs in general to Native Americans in any specific area of concern; when dealing with a particular topic or tribe, persons with a tribal background and history of involvement in that topic area will be contracted with as "resource consultants."

WMC - No Response

EMC - Ideally instructors should be American Indian racially with reservation and nonreservation experience both in Montana and elsewhere. Formal academic training is desirable so that such experience might best be evaluated and placed in usable perspective.

NMC - We will probably seek a blend of the Indian cultural point of view from Indian people who are not academicians and the academic point of view hopefully again presented by an Indian academician.

ROCKY MTN. - I would assume that the person should be bicultural or multicultural in experience and outlook.

CGF - Understand the need for such a program and desire to become genuinely and totally involved and committed to such a study.

CARROLL - No Response

What do you expect in terms of request for salaries, released or expanded FTE's and other such support, and their anticipated financial sources, to implement this "course of study"?:

UM -

MSU - MSU will need additional support as follows: two (2) FTE's, one (1) fulltime secretary and support monies for travel and fees for resource consultants.

WMC - No Response

EMC - No additional faculty will be necessary for the initial implementation of the course of study; however, in the event that it becomes a requirement for <u>all</u> teachers in Montana additional faculty would be required.

NMC - We are hopeful of obtaining an Indian person who can function as advisor to Indian students and teach and coordinate the course when developed. Hopefully, this person can be involved in building the course. Much depends on the funding question now before the legislature.

ROCKY MTN. - Not applicable

CGF - $14,000 salary per instructor per year -- Title III and state aid.

CARROLL - No Response

VIII. Please explain the relationship of this proposed course of study to the existing offerings of academic departments or other academic units and explain how the departments may be affected by the new course offering?

UM - The course herewith proposed as fulfilling the "course of study" mandated by Montana State law are already existent within the Native American Studies curriculum. Although these courses currently exist, the implications of additional enrollment, also, requires the offering of additional sections of such courses. In the Fall of 1974, NAS 300, the American Indian Education course, was approved for graduate credit. In addition, a teaching minor in Native American Studies, requiring the completion of 31 credits, is offered within the School of Education. Teacher education students currently enrolled in Education and teachers already in the field will be directly affected by the required course of study.

MSU - The program plan herein and attached is a product of the planning of the Indian Studies staff. Implementation is contingent upon administrative approval. The class on Indian education will be taught in the College of Education. All other classes in attachement #1 are taught under respective departments. Classes proposed in attachment #III will be offered initially under a Native American Studies framework under the 280, 470, 480 rubrics, with the exception of the History of Federal Indian Policy and Reservation Economic Development, which will have course designations.

WMC - No Response

EMC - The Native American Studies program is a separate entity within the Eastern Montana structure. The new course of study will be allowable as credit for both education and liberal arts majors and minors.

NMC -

ROCKY MTN. - New course offerings are proposed for on-campus study and will probably be primarily in our departments of Sociology and Education.

CGF - The History Department will be requested to offer 1.S/Hist. 106 - "Survey of American Indian History", the Sociology Department will be requested to offer 1.S/Soc. 452 - "Field Work in Indian Studies"; the 1.S/Eng. 213 - "Literature of American Indians" by the Department of English and Speech; The Department of Education - 1.S/Educ. 315 and 473 - "American Indian Education and Practicum".

CARROLL - No Response

IX. What normal academic process would be followed to adopt a new course of study by a regular department within your institution?

UM - The Native American Studies Curriculum Committee, comprised of Native American Studies faculty and students as well as University faculty, make NAS curriculum recommendations to the Arts and Sciences Social Science Group B Curriculum Committee. The latter Committee, in turn, makes its recommendation to the University Curriculum Committee, which then makes its recommendations to the Faculty Senate. The Faculty Senate of the University of Montana make the final decision on the curricula offered within the University.

What normal academic process would be followed to adopt a new course of study by a regular department within your institution? (cont.)

MSU - Experimental development is undertaken by an individual faculty member or by non-faculty members qualified to teach in the field or department.
WMC - No Response
EMC - A committee system prevails at EMC, beginning with the department and continuing through the School of Education and/or the School of Liberal Arts and ending with final consideration by the Academic Council.
NMC - Initiated within a department or cooperatively between departments, approved by appropriate academic divisions, by curriculum committee and by faculty.

ROCKY MTN. - Approval by department and division -- approval by Curriculum Committee -- approval by faculty -- approval by Trustees.
CGF - Academic Policy Committee approved followed by the approval by the Faculty.
CARROLL - No Response

Whose authority at your institution is responsible for the adoption and implementation of a new course of study?

UM - The University of Montana Faculty Senate. As of this date, Professor Henrietta Whiteman of Native American Studies is a member of this body with her term expiring in 1976. Native American Studies has implemented and will continue to implement the course of study.
MSU - Each department makes proposals to the academic councils which must approve all new courses, with the esception of the 280, 470, 480 courses. The Vice President for Academic Affairs is the chairman of the Academic Council.
WMC - No Response
EMC - The Academic Council
NMC - Faculty and president

ROCKY MTN. - Ultimately the Trustees.
CGF - Academic Vice President and Academic Dean
CARROLL - No Response

Does your school have the necessary faculty, existing resources, etc., to implement such a proposed course of study at the present time?

UM -
MSU - No
WMC - No Response
EMC - Yes
NMC - Partially, but we need an Indian faculty member.

ROCKY MTN. - No
CGF - Yes, so long as we have MUSS grant and Title III.
CARROLL - No Response

XII. What type of faculty and additional resources would your institution need to adequately implement such a course of study?

UM - In addition to the responses to Questions VII and XI, pages 2 and 3 respectively of this questionnaire, consideration for increased and centralized space to house additional faculty, secretarial staff and work-study students must be addressed. The matter of increased faculty is addressed in the attached "Native American Studies Position Paper, Item I. Academic Program, Subsection A. Recommendation, Number 1, page 1 of that document. In addition the phasing in process of such faculty are addressed on pages 1 and 2 of the aforementioned document under subsection B. Development of Major, specifically in "Phase I," "Phase II" and "Phase III."

MSU - The following additional faculty and resources are needed:
1 FTE for administrative teaching and research efforts;
1 FTE for fulltime instructional efforts;
1 fulltime secretary;
$9,600 for resource people and travel

WMC - No Response

EMC - None

NMC - We need an Indian faculty member as previously described.

ROCKY MTN. - At least one additional minority faculty.

CGF - None

CARROLL - None

XIII. Under what process, at your institution, do students gain teacher certification? The legislation calls for teacher certification. How would the proposed course of study be structured into that certification process?

UM - By completing the necessary course work in the fields in which they are to teach, by completion of the minimal amount of required courses in professional education, by completion of the baccalaureate degree, and applying for eligibility for teacher certification.

MSU - Through successful completion of course work, special projects and field internships in a teaching capacity. At present the classes offered in the proposed course of study are recommended to teacher candidates; at a future date we hope to establish several electives as requirements.

WMC - No Response

EMC - Education majors acquire certification applications for the School of Education and fill out the form. The Department of Education checks the application against the student's official transcript and makes an institutional recommendation. Upon approval this is sent to Helena. The proposed course of study would automatically become part of this process if it were a required course of educational majors.

NMC - Completion of program. Recommendation by our certification officer to state teacher certification. The course will be prepared and will probably at first be elective to students and teachers who want and need it. May later be made a requirement.

ROCKY MTNL - Pretty standard procedure - Admission to Student Teaching by Committee - Cultural Awareness courses will be elective at this

Under what process, at your institution, do students gain teacher certification? The legislation calls for teacher certification. How would the proposed course of study be structured into that certification process? (cont.)

ROCKY MTN. - point - Students planning to teach in area covered under the resolution will.
CGF - None
CARROLL - No Response

How does your institution propose to include Indian people in the preparation and presentation of the course planned under the guidelines of HJR 60?

UM - By having the instructors be Native Americans and through the use of Native American resource people.
MSU - Council on American Indian Programs
WMC - No Response
EMC - Both the instructors are American Indians. They will employ other Indian people with special expertise in devising and presenting the courses.
NMC - Advisory Council and personnel at other units of University System

ROCKY MTN. - We will use the Indian people on our staff plus consultants whom they recommend.
CGF - None
CARROLL - No Response

Please add any other pertinent information or recommendation you feel necessary to this project request:

UM - The Native American Studies Curriculum Committee in their meeting of October 21, 1974, agreed that those persons who already have their teaching certificates may enroll in the NACI Summer Institute and Follow-up Program to fulfill the requirements of HB 343, R.C.M. 75-6130. For those persons who were not enrolled in the Summer Institute, and who are currently enrolled in the NACI Follow-up Program, they can enroll in NAS 350, Seminar, for four (4) credits. This will not certify these persons, and in order to receive certification they must take NAS 300, American Indian Education, during the regular academic year, or during the NACI Summer Institute, 1975.
MSU - None
WMC - No Response
EMC - The course of study should reflect Indian people's thinking and participation in presentation. However, excessive ethnocentricity should not distort, and hence ultimately destroy the original intent of the course of study's planners. Every effort should be made to present the course of study on Montana Indians in proper perspective in relation to the national Indian scene and the appropriate academic disciplines.
NMC - This is not a project request but a tentative statement of what we expect to do.

ROCKY MTN. - None
CGF - None
CARROLL - No Response

RESOURCE COMPILATION, AMERICAN INDIAN COUNCIL, MSU
1974-75 Academic Year

NAME: Dr. Lloyd C. Pickett

DEPARTMENT: Cooperative Extension TITLE: Supervisor of Indian Programs

CAMPUS MAILING ADDRESS: Extension Building

CAMPUS TELEPHONE: 994-3451

1. Please describe the nature of the project you are working on, includin title, brief historical description, accomplishments, present goals, objectives, activities and timetable, as well as future plans.

Title - Indian Program, Montana Extension Service

History - Operative since about 1954

Goals - Overall: to develop attitudes, knowledge and skills that will provide people with satisfying lives with special emphasis on the democratic process.

Specifically: to develop successful farm and ranch operations on Reservations; to increase jobs and income on the Reservation land base; to assist rural people to organize self-help groups (ex: livestock or marketing associations); to improve the people's nutrition, buying habits, family life, home and surroundings, health, environment, etc; to help youth to become responsible, productive citizens, etc. Serve as an extension of the State University in the field.

Activities - Make home visits, receive office callers, distribute thousands of publications and newsletters, conduct many educational workshops each year on each Reservation (often using University staff), organize self-help groups, educate through the mass media, organize and assist 4-H and homemakers clubs, conduct fairs and other public events, plus many other things.

Accomplishments - Too numerous to list

2. Please indicate resource people and/or tribal and community organizati you are working with. In addition, please indicate any interdepartmen and/or off-campus cooperative relationships in your present program.

Our program staff consists of 8 agents, 4 general aides, [illegible] project workers, and a supervisor. We have [illegible] Tribal Council of each Reservation and work in cooperation with direct [illegible].

On campus, we cooperate and coordinate with Extension specialists, the Center for Intercultural Programs, the Kellogg Extension Education Program, the Indian Club, the Indian Council and interested individuals. My newsletter goes to many MSU staff members.

ase indicate the source of funds, i.e., private, state, federal, etc. cifically indicating the agency, department and individual by name. ase provide a synopsis of the guidelines, or preferably a copy of the delines, if any. Add plans for future funding prospects.

In FY 1974 the Montana Extension Service's Indian Program operated primarily on $145,500, contracted between the Bureau of Indian Affairs Area Office atBillings and MSU. The Extension Service Program nation-wide operates on annual congressional appropriations authorized through Johnson-O'Malley legislation. Recently, Extension's budgets began to be developed at each Indian agency by the BIA and Tribal Councils. Thus a tribe may ask for more or less Extension services (budget) annually, as a part of the BIA's overall budget. The Area BIA office compiles the agency requests into an Area request to BIA, Washington, D.C. BIA funding has been stagnant for five years. The likely results of the new agency budget control system is hard to predict.

We also have a three-year pilot project on the Crow Reservation, (Indianized 4-H) funded for $18,250 annually through the Federal Extension Services' Special Needs Funds.

From 1970-73, we had two Community Development Projects, BIA funded, for 21,000 to 30,000 annually.

The attached sheet shows the value of other Extension services (non-BIA funded) reaching Indian audiences in FY1974 from the Expanded Food Program, from County and specialist staff, from the Kellogg Program, etc. The cost of bulletins and the Federal mailing privilege is not separated out.

ase provide budgetary information, as specifically as possible, in following categories: personnel (by name and position) with a kdown of percentage of time and dollar allocation; supplies and enses; travel; special project contingencies; other.

See attachments

ase submit any quarterly and/or annual reports as pertinent as endums to your report.

See attachments

6. Please indicate generally what types of services, resources, projects, etc., you could or would like to provide in working with Native America students at MSU, reservation communities, and urban Indian projects.

Through the MSU Indian Council, help our Indian students to obtain improvements in curriculum, counseling and club facilit as well as expand into an Indian Center which could host a wide range of new programs and increase several-fold the flow of activity between campus and reservation (assuming the latter is desired by Indian students and reservation people).

We in Extension would also be interested in utilizing Reservati college students in Extension summer youth programs. The programs now suffer from inadequate volunteer leaders.

7. Please indicate your knowledge of available funding sources that might correspond with number 6 above and/or knowledge of funds, i.e., univer state, federal, private, that would fund Native American projects in th following reas:

a) student services
b) curriculum development
c) research and outreach

Vague ideas and possibilities mostly. The Montana Committee For the Humanities has been funding a lot of Indian projects in the State. The Maud Hill Foundation has recently sponsored major programs (ex: University of Montana).

The New Indian Education Act would seem to offer some possibilities for University programs. (I have some information on the Act)

In the Extension Service, the Feds have a limited amount of funds reserved for Special Needs Projects to promote innovative approaches to Extension work.

MONTANA COOPERATIVE EXTENSION SERVICE

FY73 Expenditures for Contract 14-20-C50-3263

Below are the actual expenses, by agency, for Extension services on Montana Indian Reservations in 1972-1973. Expenses are inclusive of employee benefits, costs of temporary and general aides, and costs of State Administration (the latter prorated on the basis of number of agents per agency). Weber is shown being one-third employed at Northern Cheyenne Reservation, but none of Perkins funding is allocated to Rocky Boy Reservation due to his minimal service there. See the attached expense breakdown by agency. Note that the men agents worked only part of the year at Ft. Peck and Blackfeet Reservations, and the woman agent worked only part year on the Northern Cheyenne Reservation.

Blackfeet	$ 25,199	(2 agents)
Crow	26,382	(2 agents)
Ft. Belknap	36,957	(2 agents)
Ft. Peck	22,094	(2 agents)
Northern Cheyenne	15,937	(1 agent)
Rocky Boy	15,144	(1 agent)
TOTAL	$141,713	(10 agents)

Employee benefits were allocated to agencies on a percentage-of-labor-costs basis rather than on an actual cost basis.

Approximate Funding Expended on Indian People, FY74

Montana Extension Service

I. Federal Monies expended on Indian Audiences

A.	Indian Program (JOM Authorized, through BIA)	$145,500.00
	Plus previous year's carryover	11,000.00
B.	Special 4-H Pilot Project, Crow Reservation — Non BIA (Fed E.I. Sc...	18,250.00
C.	Expanded Food & Nutrition Education Program (24% of all Program families and 6% of all youth were Indian in FY73) Total EFNEP Funds 240,000.00, 20% to Indians	48,000.00
D.	Cooperative Extension (minus above programs) Federal Portion - 1,060,000.00 total 3.2% of all educational contacts were with Indian people in FY73 (3.2% of 1,060,000)	33,920.00

II. State Monies expended on Indian Audiences

A.	Cooperative Extension (minus I, A B & C Programs) Total in FY73 = 834,000.00 (3.2% of 834,000)	26,688.00

III. County Monies expended on Indian Audiences

A.	Cooperative Extension (minus I, A B & C Programs) Total in FY73 = 948,000.00 (3.2% of 948,000)	30,336.00
	TOTAL	$313,094.00

IV. Kellogg Foundation

See information supplied by Director Gene Quenemoen — 31,800.00

$344,894.00

Reservation Program Budget--FY 1974
Contract Number 14-20-C50-3263

	Field Staff Salary	Field Staff Employee Benefits*	Travel**	Operation	Total Admin. Cost Allocated Per Agent	Agency Totals	Agency Total -- Adjusted Budget***
BLACKFEET		$1,800		$ 800	2 - $ 4,388	$ 31, 518	$ 29,979
Hugh Welch	$ 8,300		$ 1,500				
Jane Campbell	9,650		1,500				
Aide (half)	3,000		500				
CROW		1,711		800	$1\frac{2}{3}$ - 3,657	28,251	26,833
Robert Weber (2/3)	8,533		1,500				
Alice Hinerman	10,400		1,450				
NORTHERN CHEYENNE		1,147		400	$1\frac{1}{3}$ - 2,925	18, 39	17,985
Katy Espy	8,500		1,200				
Robert Weber (1/3)	4,267		500				
FT. BELKNAP		2,171		800	$1\frac{2}{3}$ - 3,657	34,028	32,224
Grace Miller	11,300		1,450				
Jerry Perkins (2/3)	7,600		1,450				
Aide	5,300		300				
ROCKY BOY'S		1,617		400	$1\frac{1}{3}$ - 2,925	25,092	23,751
Elinor Clack	11,250		1,200				
Jerry Perkins (2/3)	3,800		500				
John Sunchild (1/3)	3,000		400				
FT. PECK		874		400	1 - 2,194	14,768	14,045
Alice Hossfeld	9,800		1,500				
TOTALS	$104,700	$9,400*	$14,950**	$3,600	$19,746	$152,33	$141,6 **

* Note that employee benefits average a little over 9 per cent.

** The travel funds budgeted here are quite inadequate. They are the same as in previous years when mileage was 9 cents per mile as opposed to the present 12 cents per mile. Per diem was also at a lesser rate. Travel budgets could not be raised because the funds were not available. As a result, agents are not able to function as effectively as they might. These budgets must be increased about 30 per cent in FY 1975. Operation budgets are likewise inadequate, often being largely used up by telephone services alone.

*** In FY 1974, we have actually budgeted $7,794 more than our anticipated FY 74 income of $144,690 relying on a combination of carry-over funds from FY 73 and personnel resignations to bridge the gap. The "adjusted budget" column prorates the agency Extension budgets downward to conform with FY 74 contract income. Such overspending will not be possible in FY 75 because there will be no FY 74 carry-over funds.

RESERVATION AGENT SALARIES & COMPARISONS - FY75
and BIA Funding & staff level, 1966-74

Salaries

5 Reservation Agents (Women) Average $10,678.00
2 FY, 2 MS, 3 BS, average tenure - 8.0 years

2 Reservation Agents (Men) Average $11,688.00
1 MS & FY, 1 BS, average tenure - 9.5 years

Two Agent Positions open

All Extension Women (average) $10,256.00
9 FY, 4 MS 30 BS, average tenure 6.3 years

All Extension Men (average) $12,211.00
34 FY, 1 PhD, 24 MS, 38 BS, average tenure 8.8 years

Differences: Reservation Agents vs. All Agents

1. Reservation Women Agents + $422
(note: differences in % of MS's and FY contracts, and in average tenure)

2. Reservation Men Agents - $523

BIA Funding & Staff (approximate)

note: Reservation Agent salaries are low because of (1) limited position transfers, and (2) lack of chairmanships, not because of inadequate BIA funds to meet the State-allowed salary increases. Staff has reduced, however.

FY	Dollars	Agents	Gen. Aides	Other
1975	145,500(expected)	8	2	Indianized 4-H $18,250,
1974	145,500	9	2	with 3 staff
1973	142,900	10	2+	(started 1973)
1972	141,900	10	3+several p.t.	Heart Butte CD Project ($21,000)
1971	141,900	10	3+several p.t.	Heart Butte & Elmo CD
1970	141,900	10	3+several p.t.	Elmo CD Proj ($0,000)
1969	[illegible]	13	6	
1968	125,000	12 (?)		
1967	117,000	12	>12 ?	
1966	117,000	12		

Cooperative Extension Service
MONTANA STATE UNIVERSITY, U.S. DEPARTMENT OF AGRICULTURE, AND MONTANA COUNTIES COOPERATING
MONTANA STATE UNIVERSITY
BOZEMAN, MONTANA 59715

November 4, 1974

Mr. Robert M. Peregoy
Center for Intercultural Programs
300 Hamilton Hall

Dear Bob:

Acting Director Bucher asked me to respond to your Compilation of Data request for him. I have already generally covered Extension services to Indian people outside of my program in my report to you; however, you may want more information. These services include the Expanded Food and Nutrition Program and Extension Services in general. The dollars worth of services for each were given in my earlier report.

EFNEP is a program in nutrition education wherein paraprofessionals make home visits regularly over a period of time. We have only one EFNEP Aide left on Reservations--at Rocky Boy's. The Program is now cut back to operating in six of Montana's larger cities, plus Rocky Boy's. We had six aides on Reservations two years ago.

The General Services I refer to include the services in Ag and Homemaking, etc. performed by County Agents and Extension specialists for off-Reservation audiences (which sometimes include som e Indian people). In the last four years especially, the Extension Service has made a special effort to reach out to low-income audiences traditionally bypassed. The impact is greatest in the cities, I believe, and in the Home Economics and Youth Programs as opposed to Ag.

Let me know if this is not sufficient.

Sincerely,

Lloyd C. Pickett
Supervisor of Indian Programs

LCP:mlm
cc: Bucher

RESOURCE COMPILATION, AMERICAN INDIAN COUNCIL, MSU
1974-75 Academic Year

E Herbert S. Kirk
Center for Inter-Cultural Studies
ARTMENT Cooperative Extension TITLE Research Associate

PUS MAILING ADDRESS Dept. of Chemical Engineering,

PUS TELEPHONE 2221 and 2232

. **Please describe the nature of the project you are working on, including title, brief historical description, accomplishments, present goals, objectives, activities and timetable, as well as future plans.**

t & Craft instruction, under ICS-480 and Extension work under Cooperative Extension. For the past three years, Art & Craft struction has been carried on under Chem Eng, 470 and 480. lso extension work on reservations, financed at one time by e Research & Endowment Dept. Instruction in Arts & Crafts as r enclosed outline. Objectives; (a) to train Indian students the making, management and marketing of artifacts and (b) to art or revive Art & Craft enterprises on Indian reservations.

Timetable: Emphasis will now be to work on reservations help with the employment situation. At present I am working th three of the reservations; Flathead, Blackfeet and Fort lknap. In addition to these activities I plan to help Harriette shman in her efforts to establish an Indian Center on campus preserve the culture of the Plains Indians.

. **Please indicate resource people and/or tribal or community organizations you are working with. In addition, please indicate any interdepartmental and/or intercampus cooperative relationships in your present program.**

above; Tribal Councils of the three reservations, as well as me other work in the past on the other four reservations. As to esource people" I am working closely with Lloyd Pickett on ex- nsion work and, hopefully, with the new assistant Director of ICS. lso Dan Voyich, Tom Wessel and Harriette Cushman.

On the reservations, in addition to the Tribal Councils, I ve worked with Vista and C.A.P. people as well as, in a few stances with B.I.A. representatives.

. **Please indicate the source of funds, i.e., private, state, federal, etc. specifically indicating the agency, department and individual by name. Please provide a synopsis of the guidelines, or preferably a copy of the guidelines, if any. Add plans for future funding prospects.**

he original funding for my activities came from the Blackfeet servation, then from Research and Endowment, and for the last [illegible] or so from Chemical Engineering. At present there is rant of $7,000.00, to be administered by ICS and a thousand lar grant from Cooperative Extension for travel expenses.

As to future funding, I am hopeful that the funding for the & Craft program will be continued, especially as President ntosh has shown considerable interest in this project, and we ll have to see how the extension work develops and what attitude new Director has.

4. **Please provide budgetary information, as specifically as possible, in the following categories: personnel (by name and position) with a breakdown of percentage of time and dollar allocation; supplies and expenses; travel; special project contingencies; other.**

As stated in No. 3, President McIntosh allocated $7,000.00 for ICS 480; $5,000.00 for salary (Mrs. Charlene Greene) and $2,000.00 for supples and equipment. Torliéf Aasheim, before he left, assigned $1,000.00 for travel expenses to reservations.

Mrs. Greene, as Art & Craft instructor is, in theory, giving half her time for a salary of $500.00 a month,--but actually she is giving much more of her time. I am dividing my time about equally between extension work and activities on campus. This, however, may change if the Blackfeet project gets underway.

5. **Please submit any quarterly and/or annual reports as pertinent as addendums to your report.**

Our "Open House" is the best summary of our Art & Craft activities. These have been held at the end of each quarter,--see enclosed material.

6. **Please indicate generally what types of services, resources, projects, etc. you could or would like to provide in working with Native American students at MSU, reservation communities, and urban Indian projects.**

As to Native American students on campus, the Art & Craft course was (a) to test the ~~the~~ capability and interest or motivation of these students in Art & Craft projects,-- mainly ceramics, and (b) to train students to return to the reservations and carry on with Art & Craft enterprises. Part (a) has been most successful, part (b) has mainly to develop, mostly because a large percentage of the students who come to M.S.U. do not plan to return to the reservation. There have been some exceptions, but as yet we do not have Art & Craft projects underway on the reservations.

It has not been at all difficult to arouse interest in Art & Craft projects on the various reservations. The difficulty has been to sustain that interest, until something is accomplished. Lack of confidence, changing Tribal leadership and other factors have hindere

7. **Please indicate your knowledge of available funding sources that might** prores **correspond with number 6 above and/or knowledge of funds, i.e., university, state, federal, private, that would fund Native American projects in the following areas:**

   a) student services
   b) curriculum development
   c) research and outreach

(a) Harriette Cushman has offered, and is indeed trying hard, to leave her estate to a viable Indian Cultural Center at M.S.U. If these funds could be used as a "matching fund" it may be possible to get a grant of several hundred thousand dollars. In this connection I can only repeat, as I have several times before, the outline that Dorrance Steele left with us: a) find out what the University will do, if funds become available; b) find out what the Tribes, on reservations and urban centers want, in the way of post secondary education and training; c) bring these into focus and then go after grants from agencies and foundations.

OUTLINE OF COURSE OF STUDIES

FOR AMERICAN INDIANS

TITLE: Ceramic Manufacture of American Indian Artifacts

PURPOSE: To acquaint American Indians with all the steps necessary for the designing, making, and merchandising of Art and Gift items, on a production basis.

370-A - LECTURE:

Product Design: (3 credits) To better acquaint the Indian students with their cultural background as it pertains to Indian artifacts as a source of design for ceramic and other craft products.

The course will include sketching and making of models. Research will be required in the MSU Library and the Museum of the Rockies pertaining to American Indian artifacts.

370-B - LABORATORY: 1 or 2 credits.

Preparation: Of clay bodies using Montana or nature clays where possible.

Preparation: Of glazes - clear and colored glazes, glaze stains, etc.

Preparation: Of slip casting, throwing on a potter's wheel, and pressing in molds.

Firing: Bisc fire and gloss fire using both electric and gas-fired kilns.

Decorating: Various brush techniques, decal application, use of air brush, etc.

Firing of decorated ware.

SHOP MANAGEMENT: A study of all the steps that go into the manufacture of a ceramic item, such as: Layout of equipment and work areas, inventory and budget control, scheduling of production, etc.

370-C - LECTURE and FIELD TRIPS: (2-4 credits)

Merchandising (includes): Design of packages; display techniques; retail selling to gift shops and department stores; etc.; advertising, public relations, etc.

These studies are designed to enable the students to return to the reservation and either start a pottery or help carry on where a plant is already operating.

Herbert S. Kirk, Research Associate, Department of Chemical Engineering, Montana State University, Bozeman, Montana 59715.

Route #3, Box 115 - Bozeman, Montana 59715

EXPERIENCE

1. Ceramics Laboratory, Universal Sanitary Mfg. Co., New Castle, Pa. (Vitreous China Plumbing Fixtures). 1923-25.
2. Salesman, Universal Sanitary Mfg. Co. 1925-28.
3. Advertising Manager, Universal Sanitary Mfg. Co. 1928-32.
4. Advertising and Sales Manager, Universal Sanitary Mfg. Co. 1932-38.
5. General Manager, Universal-Rundle (Vitreous China and Enameled Iron Plumbing Fixtures) Headquarters in New Castle, Pa. 1938-43.
6. President and General Manager, Kirk China Co., New Brighton, Pa. (translucent dinnerware) 1943-54.
7. Director, McGill Museum, Montana State University, Bozeman, Montana. 1959-61.
8. Research Associate, Industrial Development Center, Montana State University, Bozeman, Montana. 1966-68.
9. Research Associate, Department of Chemical Engineering, Montana State University, Bozeman, Montana. 1961-66 and 1968 to present.

EDUCATION

1. Lehigh University, Bethlehem, Pa., Chemical Engineering and Business Administration. 1914-17.
2. Pennsylvania State University, Industrial Engineering. 1920-21.
3. University of Illinois, Urbana, Illinois, Ceramic Engineering. 1921-23.
4. Montana State University, Bozeman, Montana, Architecture and related subjects. 1955-57.

MILITARY SERVICE

Ensign, U.S. Naval Reserve Air Force. 1917-20.

PROFESSIONAL SOCIETIES

American Ceramic Society - Past Secretary, Design Division

PERSONAL

Birthd[illegible]: October 2, 1895
Birthp[illegible]e: New Castle, Pennsylvania
Health: Good
Family: Wife; one son, married; one daughter, married

Charlene Ann Godtland Greene

Department of Chemical Engineering
Montana State University
Bozeman, Montana 59715

- -

EXPERIENCE

Student Teaching, Columbus High School, Waterloo, Iowa,
October to December, 1970

Employee and Artist, Skender's Ceramics, Butte, Montana,
Summer, 1971

Adjunct Instructor, Montana State University,
Chemical Engineering 480
Bozeman, Montana 1971 - 1973

EDUCATION

Luther College, Decorah, Iowa, B. A. Art Education:
B. A. Religion, 1967 - 1971.

University of Montana, Missoula, Montana, Elementary Art Methods,
Summer, 1970

Blackhawk Institute, Waterloo, Iowa, Watercolor Methods,
October to December, 1970.

Montana State University, Bozeman, Montana, Indians of North America
Winter Quarter, 1972.

CREDENTIALS

Iowa State Teaching Certificate No. 146340.

Montana State Teaching Certificate No. 24964.

MSU Indian Club presents

INDIAN ARTS & CRAFTS

SHOW and SALE

POTTERY

mugs,
bowls,
vases,
tile &
much more

BEADWORK

medallions
earrings,
barrets,
belts &
much more

10 A.M. to 5 P.M.

USE SIDE ENTRANCE~

Chamber of Commerce Bldg.

129 West Main, Bozeman

~ May 29-30-31 June 1st ~

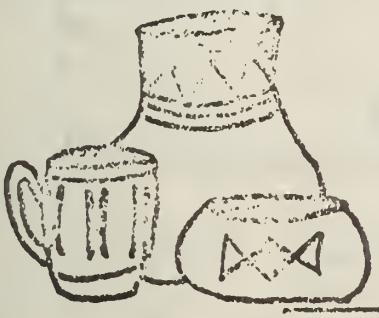
I.C.S. - 480: - INDIAN CRAFTS

INTERCULTURAL STUDIES - MONTANA STATE UNIVERSITY

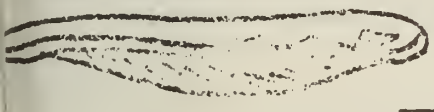
TUES • WED • THURS 1-5 CREDITS

Instructors: Herbert S. Kirk
Mrs. Charlene Greene

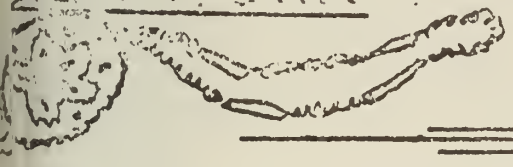
CERAMICS: Fundamentals of forming, firing & decorating, - with Plains Indians motifs, on pottery items.



ENAMELING: Designing & firing of enamels on brass & copper.



BEADWORK: Beading on an individual basis if desired.



LEATHERWORK: Belts, bags, dolls, etc. made on individual basis.

MARKETING: Display & Sales of Indian made items.

The Indian art exhibit has been appearing in room 317 of the CUB for the past three days — if you miss it tomorrow — you blew it. It appears tomorrow from 9-5.

Photo by Chestnut

A P P E N D I X E

MONTANA ELEMENTARY AND SECONDARY PUBLIC SCHOOLS

(1) Baseline survey questionnaires sent to elementary and secondary schools requesting school input and information.

   a. Responses from questionnaires sent to schools.

INDIAN CULTURE MASTER PLAN

TO: County and District Superintendents of Schools in Montana

FROM: Kenneth G. Harwood, Director, Indian Studies Project (HJR 60)

DATE: March 7, 1975

RE: ATTACHED BASE LINE SURVEY INSTRUMENT TO COLLECT PROJECT INFORMATION

House Bill 343 resulted in the enactment of Sections 75-6129 through 75-6132 into law. These sections deal with the enrichment of school personnel in Indian heritage and culture. HJR 60 provided for the development of a Master Plan to determine ways to reach that goal. I am in the process of collecting information which will assist me in completing this Master Plan.

Several sections of the attached legislation pertain directly to your jurisdiction or to related areas:

> HJR 60 The plan shall (2) provide inservice training, planned in consultation with Indian people, for those teachers who cannot return to an institution of higher education for formal courses in Indian studies; (4) provide all public schools in Montana, within ten years, with a program of study that includes American Indian history, culture, sociology, and values as seen by Indians; (6) provide a means by which Indian people may be utilized in the preparation and presentation of the courses planned under the guidelines of this resolution.
>
> Revised Codes of Montana, Sections 75-6129 to 75-6132 (enacted by HB 343)
>
> (c) inservice training provided by a local board of trustees, which is developed and conducted in cooperation with local Indian people.

The purpose of this questionnaire is to identify and obtain a description of any and all teacher training activities and programs of study (current or potential) concerned with Indian education. This effort will result in more comprehensive information for inclusion in the Master Plan and will benefit both project staff and school administrators in determining what existing resources are available and what resources are required to meet the legislative intent of the provisions included in the attached legislation. These provisions are basically: 1) a course of study at institutions of higher education for teacher candidates; 2) an inservice training program for teachers who cannot return for formal instruction to be prepared by the Office of the Superintendent of Public Instruction; and 3) inservice training programs to be developed by the local boards of trustees. The other important aspect of this questionnaire concerns that portion of the legislation directing the inclusion of a program of study on Indian heritage for students within ten years. Hopefully, such programs are on-going or being developed now.

Your participation in this study, and that of the people whom you designate, will be of great benefit and will help insure that the Indian Culture Master Plan, when completed, represents a comprehensive overview of current activity in Indian education programs. It will also assist me in formulating recommendations which will be effective in achieving the goals of HJR 60 and HB 343.

Please return this questionnaire as soon as possible since we are approaching the project deadline. We should have all responses by March 25, 1975.

QUESTIONNAIRE: COUNTY SUPERINTENDENTS OF SCHOOLS
(Of 56 counties, 26 responded
to request for information.)

I. What are the current or potential education goals and objectives concerning Indians in the public schools of your county? Specifically, what are the plans regarding programs of study and teacher training activities as they pertain to House Bill 343 and House Joint Resolution 60?

Responses to this question ranged from "not applicable" to "none" to fairly specific goal statements such as "plan to initiate an Indian education program" and "to further develop courses in Native American studies and to increase counseling efforts for Indian students." Nearly all schools with sizable Indian student populations responded positively. However, many of the responses from schools with few or no Indian students expressed the opinion that the legislation dealing with the promotion and development of educational programs about Native Americans in Montana is not relevant to them. Many remain unaware that both House Joint Resolution 60 and House Bill 343 contain language directed at all schools in the state.

Specifically, House Joint Resolution 60 reads, in part:

"(4) provide all public schools in Montana, within ten(10) years, with a program study that includes American Indian history, culture, sociology, and values as seen by Indians"

In addition, House Bill 343, now codified in the Revised Codes of Montana, 1947, reads in part:

"75-6132 Other schools encouraged to comply with requirements on Indian studies. Board of trustees for all public school districts other than those defined in section 3 (75-6131) above and governing authorities for nonpublic schools in Montana are encouraged to comply with the provisions and intent of this act."

II. Describe existing or planned education projects that could be modified or included in a formal Indian program of study or future in-service training activity by schools in your county. (J.O.M., Title IV projects, etc).

FUNDING:
- Title IV - 8
- J.O.M. - 7
- Other Federal - 4
- State - 6

GOALS OF PROJECT:
- Curriculum development - 5
- Counseling - 7
- Materials and Resources - 3
- Other - 3

TARGET POPULATION: Grades 1-3 - 3
Grades 1-8 - 6
Grades 10-12 - 2
All Students - 5
Indian Students - 6

III. Please identify various persons including teachers, tribal people, school board members, tribal consultants, speakers, etc., who are or could be utilized as human resource people for Indian Culture activities or education projects.

Glasgow: Ailene Aitken, Irene Baker, Dorothy Billingsley, Nel Hetrick.
Poplar: Jacob BigHorn Jr.
Oswego: James Four Star
Frazer: Wallace Cantrell, Ron Moccasin
Glendive: Al Chandler
Billings: Dr. Terry Wilson, Godfrey Broken Rope, Vicky Azure, Burt Eder
Ronan: Patsy Anderson, Joe McDonald, James Clairmont, Lawrence Anderson, Jean Muller, Dorrene Swaney, Chris Loreau, Frank Webster, Virgil Clairmont, Susie Hanson
Roberts: S. Ken Shesne
Anaconda: William Sagin, David Eccleston, Richard Harris, Bari Painter, Ron Hatcher
Elmo: Karen Fenton, Judy Carlson, Nancy Joseph, Marvin Saloway
Pryor: Fred Turnsback, Joyce DeCrane, Fern BirdHat, Roger Turns Plenty, Mrs. Iva BigHail, Rose Turns Plenty, Dorothy Spotted Bear, Fred SmartEnemy, Vincent Goes Ahead, Alice and George BullTail, Blanch Bear Bellow, Rosalind Turnsback, Katherine BigHail, Faith SingsGood, Katherine Smells, Ben Bear Bellow, Hugh Little Owl, Thomas Hill, Lee Rock Above, Heywood Big Day, Sr.
Plains: Mr. Jack Webster, Mr. Raymond, Mrs. Sharp, MillarBryce, Daniel Burgess
Dixon: Jacque Morigeau, Baptiste Hewancorn, Woodrow Silverthorne, Tom (Bear Head) Swaney, Francis Vanderburg, Antoine Carlo
Livingston: Travis Chevallier, Rex Moore, Barney Old Coyote, Scott Jetty
Harlem: Elmer Main, Cranston Hawley, Gordon Azure, Jenny Gray
Hardin: Henry Old Coyote, Joe Medicine Crow, Euna Rose He Does It, Luanna White, Lloyd G. Old Coyote, Barney Old Coyote
Browning: Earl Barlow, Aleen Spargan, Joan Kennerly, Carman Marceau, Donald Witzel, Carl Kipp, Doris Old Person
Helena: Joe Anderson, Trecia Bender, Ken Harwoood, Leo Pocha, Bill YellowTail, Bob Parsley
Havre: Glorrine Cichosz, James Owens, Pat Peterson, Bradley Dugdale, Nancy Vanderpool, Ray Peck, Warren Matte, James Sohm, Lee Spuhler
Box Elder: Gilbert Parker

IV. In the development of a program of study or in-service training activities for teachers, how would you propose to include Indian people in the planning and presentation of these activities? (Indian advisory committees, tribal culture committees, Indian teachers, traditional tribal people, etc.)

Advisory Panel - 11
Indian Teachers - 11
Consultants - 8
Other - 3

V. An evaluation process may be devised to assist school districts or individual schools in continually improving their programs and in meeting their goals and objectives related to this project. Some of the potential sources of evaluation are:

16 - 1) evaluation at the local level (teachers, administrators, students, etc.)
3 - 2) evaluation by consultants
7 - 3) evaluation by office of the Superintendent of Public Instruction
0 - 4) evaluation by the office of the Commissioner of Higher Education

Which of these options or others would you prefer to be used in your county to insure that programs satisfy the intent of the legislation?

Do you think that schools should be able to take full responsibility for insuring that teachers undertake or have completed the course of study directed by the legislation?
Yes 13 No 7

Would the schools in your county be likely to use the P.I.R. Days for in-service training?
Yes 14 No 6

VI. What qualifications do you recommend for individuals involved in teaching or otherwise presenting material for a course of study in Indian culture?

One of the points expressed about the qualifications of personnel was that "qualifications" should remain flexible. Interest and proficiency in any area of Indian culture should be the main criteria. Academic training should not always be regarded as a prerequisite. Indian people with particular expertise should be encouraged to participate in a variety of ways.

II. What resources do you presently have available to be used in the development of a course of study in Indian culture or in teacher training projects? (films, books, bibliographies, pamphlets, tribal legends, Indian music, dances, arts and crafts, etc.)

Most respondents indicated a considerable deficiency in library and media materials. Personnel from a few reservation area schools felt that there were considerable resource materials available in the community but little formalized instructional material. Several schools are currently developing curriculum materials for use in their Indian education programs.

II. What additional types of resources do you feel that schools in your county would require to develop an adequate program of Indian studies? (Staff, library materials, consultants, etc.)

A majority of respondents felt that more adequate library materials, updated text books and appropriate audio visual and other media materials are essential to the development of an Indian studies program. In addition, many schools with large Indian population emphasized the need to have more Indian people on the staff as teachers or consultants.

IX. Do schools in your county have any policy or any programs regarding research and curriculum development in bi-lingual or bi-cultural education?
Yes 4 No 16

X. Many of the state teacher training institutions have or are developing a course of study that will comply with legislative intent. In addition, the Superintendent of Public Instruction is developing an in-service training package. Schools may themselves develop their own in-service training programs in cooperation with the local boards of trustees and with the advice and assistance of Indian people.

Which of these options do you feel will best meet the needs of the teachers in your schools?

college work 6
in-service training/
Superintendents office 13
in-service training/
local boards 10

Please comment on what you would like to see included in these training options to meet the intent of the legislation.

Many respondents felt that in order to develop any understanding of Indian culture, an accurate history with emphasis on the diversity of sub-cultures and the variety of social contributions made by the divergent tribes is essential. Other major factors which should be included are an overview of the tribal system and the influence of Indian religion on their historical pattern.

APPENDIX F

Tentative Plan for In-Service Training

provided by

Office of Superintendent of Public Instruction

STATE OF MONTANA

OFFICE OF THE STATE SUPERINTENDENT

HELENA 59601

DOLORES COLBURG
Superintendent of
Public Instruction

March 19, 1975

Mr. Kenneth G. Harwood, Director
Indian Studies Project
1231 - 11th Avenue
Helena, MT 59601

Dear Mr. Harwood:

Attached is a copy of the plan for development of a teacher inservice training package in Indian studies, which is to be provided by the State Superintendent of Public Instruction to school districts in Montana in accordance with Section 75-6130, Revised Codes of Montana, 1947. The plan is self-explanatory.

This inservice training package is currently in the developmental stages, with completion targeted for August. The package will be made available to school districts at that time.

Your comments and suggestions would be most welcome.

Sincerely,

Bill Yellowtail

WILLIAM P. YELLOWTAIL, JR.
Assistant Supervisor
Indian Education

WPY/ss

Enclosure

OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION

PLAN FOR DEVELOPMENT OF TEACHER INSERVICE TRAINING IN INDIAN STUDIES

INTRODUCTION

We now recognize that only by possessing an awareness of the unique cultural milieu, both historical and contemporary, of the Indian student can the teacher hope to provide a realistic and effective learning experience for that student. House Bill 343 represents an effort to provide teachers with the opportunity to gain such an understanding.

The following is a proposed plan for development of a teacher inservice training package in Indian Studies, which is to be provided by the Superintendent of Public Instruction to school districts in Montana in compliance with HB 343. The plan addresses several areas, including general approach, structure, Indian involvement, confirmation and implementation.

GENERAL APPROACH

It is proposed that the teacher inservice training package be structured to provide instruction in four areas:

1. attitude awareness
2. general Indian culture and history study
3. specific tribal and community orientation
4. classroom strategy

Thus the package will consist of four components, each with specific guidelines as to content, and each accompanied by a selected list of resources, including bibliography, audio-visual material, consultants, etc.

STRUCTURE

The package will be designed with four major components, as outlined above. Specific guidelines as to structure and content will be provided for each component, with each component being fairly self-contained. However, the guidelines will be flexible enough to allow the instructor to adapt the component to a particular community and his personal style of presentation.

A resource list will be an important part of each component. This will include books, articles and films, as well as consultants and resource people. Thus an instructor may draw upon a wide selection of resources when developing each component.

Resource lists will be reviewed and approved by Indian people.

The following is a brief description of each of the four components.

1. Attitude awareness. This component will emphasize sensitivity to cultural differences. It will examine such issues as the nature of prejudice, social and personal value systems, and the legitimacy of cultural diversity in American society.

2. General Indian culture and history study. Teachers will receive an overview of Indian history and will be introduced to cultural characteristics considered common to most Indian tribes.

3. Specific tribal and community orientation. Teachers will receive in-depth instruction in the history, traditions, beliefs, ethics, customs, and contemporary affairs of the particular tribe represented by their students. This component should be presented by local Indian people as much as possible.

4. Classroom strategy. Curriculum approach, Indian-oriented materials and teaching strategy will be suggested for the teachers of Indian students.

INDIAN INVOLVEMENT

Every effort will be made to involve Indian people in the development and implementation of this inservice training package. Indian input will be sought as much as possible at every stage of development, and Indian people will be utilized where consultants are necessary in the development of this package. It is especially important that the bibliography be selected and approved by tribal cultural committees.

CONFIRMATION

Some procedure must be established for identifying teachers who will have completed inservice training in Indian Studies. This will be developed in consultation with certification supervisors on the Office of the Superintendent of Public Instruction's staff.

IMPLEMENTATION

School districts will be ultimately responsible for implementation of the inservice training package which will be made available to them by the State Superintendent. Districts will be encouraged to utilize Indian persons as coordinators for implementation of the training. A list of possible Indian coordinators will be provided as part of the package.

AMERICAN INDIAN HISTORY AND CULTURE: AN INSERVICE TRAINING COURSE FOR TEACHERS

Introduction

Our society is beginning to recognize, though at times reluctantly, the legitimacy, even desirability, of cultural diversity within the society. We find ourselves drifting farther and farther away from the melting pot theory, and we begin to see that diversity is normal, healthy, and stimulating for our nation and society.

Indeed, we recognize that the melting pot has not been entirely effective. The most striking example of this is the fact that in spite of some 400 years or more of concentrated assimilation, there are still a group of people who think, feel and behave like something called Indian.

Further, we have come to observe that culture influences learning. We now realize that only by possessing an understanding of the unique cultural milieu, both historical and contemporary, of American Indians can teachers hope to provide meaningful and effective learning experiences for Indian students. In order to communicate effectively teachers must be able to bridge the gap between their own cultural orientation and that of their Indian students. Unfortunately, many teachers fail to even recognize that such a gap exists.

American Indian History and Culture: An Inservice Training Course for Teachers is an effort to provide teachers with an opportunity to gain a meaningful and useful cross-cultural understanding.

Background

Montana's state constitution addresses directly the matter of cultural diversity in Article X, Section 1:

> "The state recognizes the distinct and unique cultural heritage of the American Indians and is committed in its educational goals to the

preservation of their cultural integrity."

In 1973 the Montana legislature enacted House Bill 343, which requires that by 1979 all teachers in schools on or in the vicinity of Montana's seven Indian reservations shall have had a background in the history, traditions, customs, values, beliefs, ethics, and contemporary affairs of American Indians, particularly Indian tribal groups in Montana. The same legislation further encourages all Montana teachers, administrators, and school personnel to obtain training in American Indian studies.

Goals and Objectives

Three major goals are intended in this course. First, it is hoped that teachers will gain an awareness of, sensitivity to, and appreciation for cultural diversity.

Second, it is hoped that this course will help teachers to become more effective in teaching Indian students.

Third, it is hoped that as a result of this course teachers will be able to help all students, Indian and non-Indian alike, gain an accurate, unbiased and non-stereotyped understanding of American Indian history, culture, and contemporary affairs.

Specific objectives of the course may be enumerated as follows. It is intended that teachers will:

1. become aware of and sensitive to cultural diversity;
2. become aware of and be able to deal with their own attitudes toward culturally-different people;
3. understand a broad overview of American Indian history and culture;
4. appreciate the contributions, both past and potential, of Indian culture to contemporary society;
5. become aware of historical and cultural elements which influence contemporary Indian society and which form the basis for the problems

and conflicts faced by Indians today;

6. become aware of and sensitive to the elements of traditional and contemporary culture and society which influence the Indian students whom they teach;
7. be able to help others correct common misconceptions and stereotypes regarding Indians;
8. gain an appreciation of the art, music, dance, religion, language and literature of American Indians;
9. become knowledgeable about the unique history and culture of the particular Montana tribe or tribes to which their students belong;
10. become knowledgeable about the contemporary affairs, including such elements as economic, political, and social structure, of the particular Montana tribe or tribes to which their students belong;
11. become closely acquainted with the Indian community in which they live and teach;
12. gain useful information that will aid them in their classroom activities.

Course Structure

In accordance with the goals and objectives stated above, this course has been structured in four major components.

I. Cross-cultural Awareness.

This component is intended to emphasize sensitivity to cultural differences. It examines such issues as the definition of culture, social and personal value systems, the nature of prejudice, and attitude awareness.

II. American Indian History and Culture: Overview.

An introduction to general Indian history and culture will be developed, exploring theories of origin, migration patterns, and location of major cultural and linguistic groups prior to European contact.

Further, the component will present a historical overview of post-contact Indian/non-Indian relations and their effects on Indian culture. The development of Indian history and culture will be followed to the present, and the course will lead up to an orientation to the contemporary social, cultural, and political situation of Indians on a national scale.

III. Specific Tribal and Community Orientation.

Teachers will receive in-depth instruction in the history, traditions, beliefs, ethics, customs, and contemporary affairs of the particular tribe or tribes and communities represented by their students. This component relies heavily on local Indian input.

IV. Classroom Strategy.

Curriculum approach, Indian oriented materials, and teaching strategy will be suggested for teachers of Indian students.

Each componenet is accopmanied by a resource list. This includes a bibliography of books, articles, and audio-visual material appropriate to the content of each component. In addition, the resource lists include a directory of consultants and resource people who are available to assist in presenting the course.

Approach

The components outlined here are constructed to serve as a guide to the development of an inservice training course at the local school level. Although the guidelines for each component are intended to give some direction to the course, they have been designed with flexibility in mind, the idea being that the instructor should be allowed and encouraged to adapt the course to the uniqueness of a particular tribe or community and to his or her personal style of presentation.

The resource lists that accompany each component are intended to present a variety of background and supplementary material to be selected at the discretion of the instructor. The resource lists are by no means exhaustive, and it is to be expected that those who implement the course may have, and should be encouraged to use, additional resource materials appropriate to their own areas.

The most important and effective resources that can be used in a course of this nature are local Indian people who, though often perhaps not polished lecturers, are in fact primary resources with unique knowledge and perspective of their own tribal history and culture.

Schools are encouraged to utilize Indian people as much as possible in the development of this course.

Although it is obvious that quality and content are the determining factors in the effectiveness of any course, some consideration must be given to the length of this course. It is recommended that this course be developed on the basis of at least thirty hours of instruction. This is recognized to be scant time to cover such a large topic. Therefore, schools are urged to use as much time as is necessary to present the course effectively. In addition, teachers should be encouraged to continue this learning process on their own, either through further reading and research or through contact with local Indian people.

The implementation of this or any other inservice training course in Indian studies for compliance with House Bill 343 is left to the initiative of the boards of trustees of the school districts affected. Schools are encouraged to select a coordinator for the course who would then be responsible for selecting instructors, consultants, etc. The school district should be responsible for obtaining necessary materials.

II. AMERICAN INDIAN HISTORY AND CULTURE: OVERVIEW

A. Americans Before Columbus

1. Examples of tribal creation legends
2. Theories of origin and migration from archaeological standpoint
3. Locations of major tribal, linguistic, and cultural groups immediately prior to European contact
4. Cultural characteristics of major groups

-contrast linguistic, social, political, economic, religious, etc. structures on regional basis

-ie. eastern woodlands, plains, northwest coast, southwestern groups.

B. European Contact

1. early cultural influences of European contact
2. Indian influence in early American history
3. Displacement of tribal groups

-trace migration patterns

4. Missionary influence
5. The westward movement
6. Early relations between Indian tribes and the federal government

-treaties and alliances

7. The Indian wars

C. End of the Buffalo-Beginning of the Reservation

1. Development of the U.S. Bureau of Indian Affairs--1839
2. By 1871: the end of treaty-making

-Peace Commission of 1868

3. Reservations established

-show location and extent

4. The assimilation policy

-Dawes Allotment Act--1887

-personal ownership of land as a cultural conflict

5. Origin of the federal "trust" responsibility

-1891 Leasing Amendment

6. Indian education

-mission schools

-off-reservation boarding schools

-Carlisle Indian School

-beginning of Bureau of Indian Affairs education system

D. American Indians Enter the Twentieth Century

1. Burke Act of 1906

-"forced citizenship"

2. Further reduction of Indian lands

-reservations reduced in size

-National Park confiscation of Indian lands

-Pipestone Quarry

-Blue Lake

-Mount Adams

3. The Indian "New Deal"

- Indian Reorganization Act of 1934

- John Collier as Commissioner of Indian Affairs

- Johnson-O'Malley Act

4. The Indian Claims Commission

E. The Termination Era

1. Explanation of "termination"

2. Examples of terminated tribes

- Menominees

- Utes

- Klamaths

F. The Self-Determination Era

1. 1968 Civil Rights Act

2. 1969 Kennedy Indian Education Subcommittee

3. The changing nature of the BIA

4. Tribal governments

-structure and function

-conflict with traditional tribal government

5. The jurisdiction problem

-taxation

-water rights

-law enforcement

-fishing

-minerals

-the "sovereign nations" question

G. The New Activism

1. American Indian Movement

2. Alcatraz

3. Trail of Broken Treaties

4. Wounded Knee

H. The Return to Traditionalism

1. Native American Church

2. Emphasis on bicultural education

I. Indian Problems Today: Statistics

1. Population

2. Education

3. Health

4. Housing

5. Unemployment

6. Alcoholism

J. Contemporary Indian Culture

1. Language
2. Literature
3. Art
4. Religion
5. Music
6. Social events
7. Tradition

III. SPECIFIC TRIBAL AND COMMUNITY ORIENTATION

A. Pre-contact History and Culture

1. Creation legends

2. Migration

-maps

-corresponding cultural, social, economic, etc. evolution

3. Cultural characteristics about time of European contact

-language

-religion

-social structure

4. Relationships with other tribes

B. Post-contact History and Culture

1. Time, location, and nature of first European contact

2. Early influence of European contact on tribal culture and society

-the missionaries

-education

3. History of relationship with federal government

-appropriate treaties, alliances, battles, etc.

4. Important events

C. The Reservation Era

1. Circumstances surrounding formation of the reservation

-size, location, original population

2. Reservation history

-changes in size or location

-effect on traditional culture and lifestyle

3. History of continuing contact with federal government

4. History of education

-personal experiences

D. The Tribe Today

1. Statistics
2. Tribal government
3. Relationship with local, state, and federal government
4. Political structure

-traditional vs. contemporary

5. Economic structure
6. Social structure

-emphasize traditional influence

-family, extended family, clan, society, etc.

7. Special problems

-jurisdiction

-land, water, mineral disputes

-social problems

E. Contemporary Tribal Culture

1. Tradition
2. Social functions
3. Language
4. Art
5. Music
6. Religion
7. Folklore
8. World View

F. The Community

1. Total population and Indian population
2. Particular tribal characteristics

-more than one tribe represented

-predominance of some particular clan or other faction

-Indian events to be anticipated

-fairs, celebrations, religious ceremonies, etc.

3. Economic characteristics

4. Visits to Indian homes, businesses, etc.

5. Introduction to leaders of the Indian community

   -traditional leaders

   -tribal officials

6. Meeting with local Indian parents

   -share views and expectations regarding the school

APPENDIX G

Legislation Related to

Indian Culture Master Plan

HOUSE JOINT RESOLUTION NO. 57
INTRODUCED BY KIMBLE

A JOINT RESOLUTION OF THE SENATE AND THE HOUSE OF REPRESENTATIVES OF THE STATE OF MONTANA DESIGNATING THE FOURTH FRIDAY IN SEPTEMBER OF EVERY YEAR AS "NATIVE AMERICAN INDIAN DAY" IN THE STATE OF MONTANA AND INVITING THE PEOPLE OF THE STATE OF MONTANA TO OBSERVE THAT DAY WITH APPROPRIATE CEREMONIES AND ACTIVITIES.

WHEREAS, Article X, section 2, of the Constitution of Montana recognizes the distinct and unique cultural heritage of the American Indians and is committed in its educational goals to the preservation of their cultural integrity; and

WHEREAS, the knowledge of this important history and culture is gradually being lost to citizens of the state of Montana to the detriment of native Americans and all citizens of the state of Montana; and

WHEREAS, the history and culture of native American Indians is an integral part of the folklore and history of the nation and the state of Montana; and

WHEREAS, the legislature recognizes that all Montanans have an invaluable opportunity for cultural enrichment through contact with the folkways and philosophy of native Americans; and

WHEREAS, we live in a time of increasing awareness of the importance of our natural environment, it is important that we not lose the native Americans' respect for, and ability to live in harmony with, the forces of nature; and

WHEREAS, there is a general lack of understanding of the

ique psychological background of native American Indians which n be understood only by sharing the views and beliefs of native erican Indians; and

WHEREAS, the state of Montana contains the fourth largest dian population of the several states of the United States.

W, THEREFORE, BE IT RESOLVED BY THE SENATE AND THE HOUSE OF PRESENTATIVES OF THE STATE OF MONTANA:

(1) That the Governor of Montana be encouraged to designate ch year the fourth Friday in September as "Native American dian Day";

(2) That the people of Montana be encouraged to participate appropriate ceremonies and activities;

(3) That the Secretary of State send copies of this solution to the Governor, to each County Clerk of the state of tana for posting in a public place, and to each newspaper lished in the state, for publication therein.

I hereby certify that the within Joint Resolution originated in the House.

Chief Clerk

Speaker of the House
Signed this 24th day
of March, 1975.

President of the Senate
Signed this 25th day
of March, 1975.

HOUSE BILL NO. 389

INTRODUCED BY SIVERTSEN, AAGESON, HELMBRECHT, HOLMES, FEDERICO, MURPHY, TRAVIS, LUND, STOLTZ, KIMBLE

IN THE HOUSE

REGULAR SESSION

January 27, 1975	Introduced and referred to Committee on Education.
February 15, 1975	Committee recommend bill do pass as amended. Report adopted.
February 18, 1975	Printed and placed on members' desks.
February 19, 1975	Second reading, pass consideration.
February 20, 1975	Second reading, do pass as amended.
February 22, 1975	Correctly engrossed.
February 24, 1975	Third reading, passed. Transmitted to second house.

IN THE SENATE

February 25, 1975	Introduced and referred to Committee on Education.
March 19, 1975	Committee recommend bill be concurred in as amended.
March 21, 1975	Second reading, pass consideration.
March 22, 1975	Second reading, be concurred in.
March 25, 1975	Third reading, be concurred in as amended.

IN THE HOUSE

March 25, 1975	Returned from the Senate with amendments.
March 27, 1975	Second reading. Pass consideration.
March 31, 1975	Second reading. Pass consideration.
April 2, 1975	Second reading, amendments adopted.
	Third reading, amendments adopted.
	Reported correctly enrolled.

AN ACT TO PROVIDE LOCALLY BASED INDIAN TEACHER-TRAINING PROGRAMS TO BE ADMINISTERED BY LOCAL SCHOOL DISTRICTS OR INDIAN NONPROFIT CORPORATIONS IN COOPERATION WITH THE UNITS OF HIGHER EDUCATION IN MONTANA; AND PROVIDING THAT THIS ACT SHALL BE REPEALED JULY 1, 1977.

WHEREAS, (1) The Native People of the state of Montana desire to perpetuate their language and other aspects of their culture;

(2) Understanding of Indian culture can best be gained from teachers of Indian descent in the classroom who are trained and employed in public schools on the various reservations;

(3) The state of Montana recognizes that the teacher turnover rate on reservations is excessive;

(4) More persons of Indian descent should be trained to fill staff vacuums existing within the schools on Montana Indian reservations and in Great Falls;

(5) Indian teachers trained locally make the best teachers because they know and uniquely understand the needs of the Indian children with whom they share a common heritage;

(6) The best method of teacher-training in these instances is to provide realistic training based upon practical experience combined with learning theory in schools serving the Indian population;

(7) The state of Montana has an obligation to help meet the

affirmative action policy of more Indian teachers in the schools of the state of Montana;

(8) The state of Montana must act on the recommendations of the Commission on Post-Secondary Education as they pertain to Native Americans;

(9) There is a specific need to assist teacher training programs on the Rocky Boy, Crow and Northern Cheyenne reservations which have a total of forty-eight (48) persons who are one (1) year or less away from graduation from teacher-training colleges;

(10) There is a specific need for teacher-training programs for the Landless Indians at Great Falls, Montana;

(11) The state of Montana recognizes the need to assume the funding of teacher-training programs now in operation on the Rocky Boy, Crow and Northern Cheyenne reservations and which will not be funded by the Congress of the United States after June 30, 1975.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MONTANA:

Section 1. There is a new R.C.M. section numbered 75-6133 that reads as follows:

75-6133. Short title -- establishment local Indian teacher training. This act shall be known as the "Indian Teacher-Training Act of 1975". A system to provide locally based Indian teacher-training programs, to be administered by local school districts or by Indian nonprofit corporations in cooperation with any system of accredited higher education in the state of Montana,

is established for the purpose of implementing Article X, section 1 of the Montana constitution which commits the state in its educational goals to the preservation of the Indian cultural integrity.

Section 2. There is a new R.C.M. section numbered 75-6134 that reads as follows:

75-6134. Definitions. As used in this act, unless the context clearly indicates otherwise:

(1) "Indian" means a person who is an enrolled member of one of the various Indian tribes of Montana.

(2) "School district" means public school districts organized under the school laws of the state of Montana, and any education systems established by any Indian tribe of the state of Montana.

(3) "Indian nonprofit corporation" means a nonprofit corporation incorporated under the laws of Montana, under federal laws of the United States, or, under the laws of Indian tribes of Montana, the board of directors of which has a majority of persons of Indian descent.

(4) "Landless Indian" means persons of Chippewa and/or Cree descent who trace their ancestry to persons appearing on the Roe Cloud Roll and those persons recognized as Indian by the landless Chippewa and Cree community.

Section 3. There is a new R.C.M. section numbered 75-6135 that reads as follows:

75-6135. Grantee agencies. The following school districts and nonprofit corporations shall receive the available funds and provide the locally based teacher-training programs in cooperation with any unit of higher education in the state of Montana.

(1) School District #87, Rocky Boy Reservation.

(2) Education Commission, Northern Cheyenne Reservation.

(3) Crow Education Commission on the Crow Reservation, and Northern Cheyenne Education Commission on the Northern Cheyenne Reservation.

(4) Montana United Scholarship Service, Inc., Great Falls, Montana, who shall administer the program for the landless Indians.

Section 4. There is a new R.C.M. section numbered 75-6136 that reads as follows:

75-6136. Administration of Indian teacher-training program. (1) The Montana Indian teacher-training program shall be administered by the local designee school districts or nonprofit Indian corporations in cooperation, by contract, with the Montana university system or any accredited private college or system of higher education established by any Indian tribe of the state of Montana.

(2) The designee school district may, if it does not have a majority of Indians on the board of trustees, establish an Indian education committee which shall be involved in the planning, implementation, administration and evaluation of the program. The

Indian education committee shall approve all aspects of the Indian teacher-training program.

(3) Funds, to be distributed annually to the designee school districts or nonprofit Indian corporations, in order to establish the teacher-training programs, shall be administered by the office of the commissioner of higher education.

(4) The office of the commissioner of higher education may provide a staff member of Indian descent to assist in the administration of the programs.

Section 5. This act is repealed on July 1, 1977, and all unexpended funds will revert to the general fund.

I hereby certify that the within bill originated in the House.

Chief Clerk

Speaker of the House
Signed this 11th day
of April, 1975.

President of the Senate
Signed this 9th day
of April, 1975.

CHAPTER NO. 425

HOUSE BILL NO. 389

INTRODUCED BY SIVERTSEN, AAGESON, HELMBRECHT, HOLMES, FEDERICO, MURPHY, TRAVIS, LUND, STOLTZ, KIMBLE

AN ACT TO PROVIDE LOCALLY BASED INDIAN TEACHER-TRAINING PROGRAMS TO BE ADMINISTERED BY LOCAL SCHOOL DISTRICTS OR INDIAN NON-PROFIT CORPORATIONS IN COOPERATION WITH THE UNITS OF HIGHER EDUCATION IN MONTANA; AND PROVIDING THAT THIS ACT SHALL BE REPEALED JULY 1, 1977.

This bill was received by the Governor this 10 day of April 1975

Thomas L. Judge
Governor

By

Approved 4-14-75

Governor

STATE OF MONTANA
DEPARTMENT OF SECRETARY OF STATE
FILED
April 15 1975
AT 8:15 O'CLOCK A M
Frank Murray
SECRETARY OF STATE
BY

HOUSE JOINT RESOLUTION NO. 28

INTRODUCED BY FEDERICO, GUNDERSON, HOLMES, TRAVIS, STOLTZ, GUTHRIE, WYRICK, DRISCOLL, CONROY

IN THE HOUSE

REGULAR SESSION

January 25, 1975	Introduced and referred to Committee on Education.
February 11, 1975	Committee recommend bill do pass as amended. Report adopted.
February 12, 1975	Printed and placed on members' desks.
February 13, 1975	Second reading, do pass.
February 14, 1975	Considered correctly engrossed.
February 15, 1975	Third reading, passed. Transmitted to second house.

IN THE SENATE

February 17, 1975	Introduced and referred to Committee on Education.
March 18, 1975	Committee recommend bill be concurred in.
March 20, 1975	Second reading, be concurred in as amended.
March 22, 1975	Third reading, be concurred in as amended.

IN THE HOUSE

March 22, 1975	Returned from the Senate with amendments.

March 31, 1975	Second reading, amendments adopted.
April 2, 1975	Third reading, amendments adopted.
	Reported correctly enrolled.

A JOINT RESOLUTION OF THE SENATE AND THE HOUSE OF REPRESENTATIVES OF THE STATE OF MONTANA URGING THE BOARD OF REGENTS TO FIND A MEANS TO HELP SOLVE SOME OF THE PROBLEMS OF THE NATIVE AMERICANS IN MONTANA THROUGH A MORE RELEVANT EDUCATIONAL PROGRAM; AND TO FULLY IMPLEMENT THE MANDATE OF THE NEW MONTANA CONSTITUTION (ARTICLE X, SECTION 2).

WHEREAS, the highest percentage of the minority population in Montana is comprised of Native Americans; and

WHEREAS, the Montana Commission on Postsecondary Education recognizes that Native American learners are caught in a network of mutually reinforcing handicaps ranging from material poverty to racism, illness, geographical and social isolation, language and cultural barriers, and simple hunger; and

WHEREAS, the formal schooling for Native Americans must be more relevant to their values, customs, and historical perspectives.

NOW, THEREFORE, BE IT RESOLVED BY THE SENATE AND THE HOUSE OF REPRESENTATIVES OF THE STATE OF MONTANA:

(1) That the Board of Regents establish programs for Native American studies that are based on Indian students' needs, population, and the number of Montana Indian communities to be served.

(2) That the Board of Regents establish criteria for future

state funding and for establishing programs of ethnic culture that are based on effective administration, research activities, curriculum developments and support services.

(3) That the Board of Regents support the new Indian Culture Master Plan for the Education of Public School Teachers (HB 343, HJR 60 of 1974) and provide assistance for its implementation.

(4) That the Board of Regents appoint a standing subcommittee composed of Indian educators, tribal representatives and concerned people to review financing and administration of institutional programs for Native Americans and to deal with issues affecting the concerns of Montana Indian communities.

(5) That the Board of Regents provide special services for Indian students who need such services as skill classes, cultural classes, Indian counselors, tutors, etc. Provision should be made for Indian students to have access to qualified Indian counselors (for at least four (4) years) as well as tutors (for at least two (2) years) to assist them in adapting to the foreign environment of the institution.

(6) That the Board of Regents should develop an annual report concerning Native Americans in postsecondary education to be disseminated statewide.

(7) That the Board of Regents should seek funds from the Legislature for a permanent Indian staff member in the office of the Commissioner of Higher Education for the purpose of coordinating Indian affairs and programs at postsecondary

institutions.

(8) That the Board of Regents should ensure that all units of higher education make an immediate effort to employ qualified Indian faculty and noninstructional staff on all levels.

(9) That the Board of Regents begin implementation of all the recommendations of this resolution during the 1976 fiscal year.

I hereby certify that the within Joint Resolution originated in the House.

Chief Clerk

Speaker of the House
Signed this 4th day
of April, 1975.

President of the Senate
Signed this 5th day
of April, 1975.

HOUSE JOINT RESOLUTION NO. 28

INTRODUCED BY FEDERICO, GUNDERSON,
HOLMES, TRAVIS, STOLTZ, GUTHRIE, WYRICK, DRISCOLL, CONROY

A JOINT RESOLUTION OF THE SENATE AND THE HOUSE OF REPRESENTATIVES OF THE STATE OF MONTANA URGING THE BOARD OF REGENTS TO FIND A MEANS TO HELP SOLVE SOME OF THE PROBLEMS OF THE NATIVE AMERICANS IN MONTANA THROUGH A MORE RELEVANT EDUCATIONAL PROGRAM; AND TO FULLY IMPLEMENT THE MANDATE OF THE NEW MONTANA CONSTITUTION (ARTICLE X, SECTION 2).

STATE OF MONTANA
DEPARTMENT OF SECRETARY OF STATE
FILED
April 18 1975
AT 3:55 O'CLOCK P M.
Frank Murray
SECRETARY OF STATE
BY .....